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ABSTRACT

The resource directory is a compilation of approximately 300 abstracts of materials produced or used exclusively by Bureau of Education for the Handicapped funded inservice training project staffs. Each abstract contains the following information: title, physical description, content summary, subject descriptors, suggestions for use, information concerning availability (including cost when it is known), and contact person. The 16 subject headings listed in the table of contents were chosen through review of documents and by request from users. The following topics are included in the directory: mainstreaming and the law; characteristics of handicapping conditions; attitudes; assessment/evaluation of students; individual educational management; teaching techniques; curriculum; classroom management; communication; school-wide planning; staff development and coordination; use of resources, early childhood education; secondary, career and vocational education; program planning and development; training programs; and resource directories. (Author/PHR)

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# RESOURCE DIRECTORY

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July, 1979

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# FOREWORD

The National Inservice Network (NIN) is concerned with promoting the development of a peer-sharing network of regular education inservice providers. To that end, the staff collects and publishes abstracts of current Bureau of Education for the Handicapped (BEH) funded training projects; maintains computerized listings of projects and resources; convenes project directors for workshops, small group discussions, and presentations; supports task forces and ad hoc committees devoted to solving problems and resolving issues in inservice provision; and works with other groups and projects similarly concerned with assisting regular educators to serve integrated handicapped youngsters.

This volume represents another effort to share information among disparate people engaged in similar tasks. The hope is to reduce unnecessary duplication of effort and increase effort that will be developmental in effect.

This volume is a compilation of abstracts of materials produced or used extensively by BEH funded inservice training project staffs. The product descriptions contained here were written by the people who produced the materials or by NIN staff who reviewed the materials themselves. That a product is described here is not to be taken as a judgement or a recommendation. The aim has been to provide sufficient information to allow potential users to decide whether or not they wish to review the materials for themselves.

Each abstract contains the following information: title, physical description, content summary, subject descriptors, suggestions for use, information concerning availability (including cost where it is known), and contact person. The subject headings were arrived at through a variety of processes: NIN staff collected, reviewed, and collapsed competency statements from approximately 20 documents; consideration was given to the categories of requests for information that came into NIN from its membership; and producers of other resource directories were consulted for additional topics. The abstracts in this volume, then, are accessible for the most part by the topic of training addressed, and occasionally by the intended audience.

A descriptor which is neither a topic of training nor an intended audience is RESOURCE DIRECTORIES. These are guides to inservice training materials produced by network projects for use by their trainers and trainees. (Abstracts of directories have been entered on blue paper.) Of particular interest in this category is INSERVICE TRAINING MODULES MATCHED TO PERSONNEL DEVELOPMENT PROFILE -- a directory produced by A System of Personnel Development (ASPD) under the direction of Lawrence Stolurow at the University of Iowa. This project has been and is identifying materials which are being evaluated at various levels and modified when necessary for the individualized instruction approach. As materials from ASPD are produced, the National Inservice Network will make them available to its membership and other interested persons in the form of addenda to this Resource Directory or, if necessary, under a separate cover.

In addition, we have included a descriptor for TRAINING PROGRAMS. (Abstracts in this category have been entered on brown paper.) The materials listed in this cateogry addressed so many of the other categories that they would have had to have been listed as many as ten times. Instead we have presented them in two ways: as comprehensive training programs to be reviewed in toto; or as components which are broken out across the other descriptors.

To use the Resource Directory, first consult the Table of Contents which lists the sixteen topics and refers the user to pages in the Index. The Index, which is also organized by topic, contains a listing of all the materials pertaining to the content area. Each material has been assigned a number and materials are arranged consecutively by that number (e.g., M9000, M9001, M9002 ... M9099).

We hope that you will find this directory useful, that you will request the materials described here, and share your perceptions, evaluative comments, and suggestions with the producers and with the National Inservice Network staff.

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## MAINSTREAMING AND THE LAW

| Number | Title | Product Type |
|---|---|---|
| M9013 | Due Process in Special Education: A Case Record "The Dick East Hearing" | . Handbook |
| M9014 | Due Process in Special Education: A Step by Step Resource Manual for Hearing Officers | . Resource Manual |
| M9017 | Education of the Handicapped Litigation brought under P.L.94-142 and Section 504 | . Handbook |
| M9019 | Special Education Futures: A Forecast of Events Affecting the Education of Exceptional Children: 1975-2000. | . Article |
| M9023 | Driver Education and Special Needs Students | . Article |
| M9024 | School Psychologists Training in Nondiscriminatory Assessment of Children who Have Special Needs and Limited English Speaking Ability | . Course Descriptions |
| M9036 | Activities for Involvement: Inservice Ideas for Attitudinal Change and Involvement | . Handbook |
| M9037 | Conference Minutes: University of Connecticut, Technical Assistance Project held in Arlington, Virginia | . Conference Proceedings |
| M9045 | Planned Positive Peer Interaction: Teachers' Manual - UCLA Project 3PI - Working Draft | . Teacher's Manual |
| M9049 | Building a Success Base for Inservice Training for Mainstreaming | . Presentation Transcript |
| M9054 | A Professional Development Center for Training Regular Classroom Teachers to Individualize Instruction for Mildly Handicapped Students | . Training Program (Multi-media, Instructional Modules) |
| M9058 | Inservice - A Luxury or a Necessity; New Jersey Conference Proceedings, June, 1978 | . Conference Proceedings |
| M9082 | A Comprehensive Program for Meeting the Needs of Secondary Students with Learning Disabilities | . Article/Description |

## MAINSTREAMING AND THE LAW
(Continued)

| Number | Title | Product Type |
|---|---|---|
| M9098 | Mainstreaming: A River to Nowhere or a Promising Current? | . Task Force Report |
| M9099 | A Guide to Understanding the Education for All Handicapped Children Act (P.L.94-142): Questions and Answers on the Federal Law and Regulations | . Pamphlet |
| M9100 | The Education for All Handicapped Children Act (P.L.94-142): Preserving Both Children's and Teachers' Rights | . Pamphlet |
| M9094 | The Social Integration of Handicapped Students into the Mainstream | . Article |

### Components of Training Program

M9001 . Module 1: An Introduction

(In Promises to Keep...Teaching the Handicapped)

M9003 . Rights of Parents and Children

(In Regular Education Inservice: The Severely Communicatively Disordered Child)

M9004 . Unit 1 Orientation/Organization Overview

. Unit 8 Classroom Integration - Mainstreaming and Classroom Management

(In Teaching the Handicapped Child: An Overview)

M9006 . Tape 1: Overview of P.L. 94-142 qand Section 504

. Tapes 2 & 3: Including Me, featuring Patricia Neal

. Tape 8: Least Restrictive Environment Panel Discussion

. Tape 9: Including Handicapped Children in the Regular Class

. Tape 11: Special Day School

# MAINSTREAMING AND THE LAW

## Components of Training Programs
(Continued)

. Tape 12: Special Schools (Residential Training Center)

. Tape 13 & 14: Due Process Hearing, Theory and Simulation

(In Law and the Handicapped Child in School)

M9028 . 4.2: Issues

(In Generic Regular Education Inservice: I.P.O. Training Units)

M9047 . Objectives of Inservice Project for Mainstreaming

. Teachers' Association Resolution on Mainstreaming

(In Inservice Training for School Staff Members Working with Mainstreamed Students - Final Project Report, August, 1978)

M9055 . P.L. 94-142: Special and General Educators Working Together

. Characteristics of Successful "Mainstreamed" Schools

(In Project Share: Prototype Model for Mainstreaming Training of Regular Educators)

M9063 . Legislative Overview/Mainstream Orientation (Module 1 - Booklet 1)

(In Workshop in Current Issues in Education)

M9064 . Special People: A Participants' Guide

(In Inservice Workshops for Elementary Teachers in the Regular Classroom)

M9075 . An Explanation of P.L. 94-142 and Its Implications for all Teachers Module 1 - Topic 1)

. A Description and Analysis of the Cascade of Services and Delivery Systems (Module 1 - Topic 2)

. The Doctrine of Least Restrictive Alternatives (Module 1-Topic 3)

(In Station Model Inservice Teacher Education - SMITE)

M9085 . Introduction to P.L. 94-142 and Arkansas Act 102

(In Integrating Mildly Handicapped Students into the Regular Classroom)

## CHARACTERISTICS OF HANDICAPPING CONDITIONS

| Number | Title | Product Type |
|---|---|---|
| M9023 | Driver Education and Special Needs Students | . Article |
| M9035 | Ninos con impedimentos leves que se integren al salon regular de clases | . Handbook |
| N9041 | Mark and Amy: The Disturbing Children in Your Classroom | . Handbook |
| M9042 | Billy: The Visually Impaired Child in Your Classroom | . Handbook |
| M9043 | Randy: The Learning Disabled Child in Your Classroom | . Handbook |
| M9044 | Matt: The Mentally Retarded Child in Your Classroom | . Handbook |

### Components of Training Programs

M9001
- Module 2: The Mentally Retarded and Slow Learning Child
- Module 3: Specific Learning Disabilities
- Module 4: Behavior Disorders
- Module 5: The Physically Handicapped and Health Impaired Child in the Regular Classroom
- Module 6: The Hearing Impaired Child
- Module 7: The Visually Impaired Child
- Module 8: Speech and Language Disorders

(In Promises to Keep...Teaching the Handicapped)

M9003
- Normal Language Development
- Types and Effects of Various Communication Disorders

(In Regular Education Inservice: The Severely Communicatively Disordered Child)

## Components of Training Programs
(Continued)

| | |
|---|---|
| M9004 | . Module 2: Early Childhood Special Education Overview |
| | (In Teaching the Young Handicapped Child: An Overview) |
| M9028 | . 4.1: Descriptive Statements (Behavioral v. Judgmental |
| | . 4.4: Cognitive and Perceptual Development |
| | . 4.5: Behavioral Disorders |
| | (In Generic Regular Education Inservice: I.P.O. Training Units) |
| M9053 | . Awareness of Exceptionalities modules |
| | (In Inservice Training Modules to Prepare School Personnel to Provide Effective Learning Environments for Learners in Vocational Education) |
| M9063 | . Characteristics of Handicapping Conditions (Module 1 - Booklet 1) |
| | (In Workshop in Current Issues in Education) |
| M9085 | . Characteristics of the Handicapped |
| | (In Integrating Mildly Handicapped Students into the Regular Classroom) |
| M9101 | . Anatomy of the Ear (PIB #1) |
| | . Physiology of the Ear (PIB #2) |
| | . Causes of Hearing Impairment (PIB #6) |
| | . Effects of Mild Hearing Impairment (PIB #7) |
| | . Medical Intervention and Mild Hearing Impairment (PIB #8) |
| | . Hearing Aids (PIB #9) |
| | (In Inservice Training Programs to Assist Regular Classroom Teachers and Other School Personnel in the Identification and Provision of Effective Learning Environments for Mildly Hearing Impaired Children: Programmed Instructional Blocks (PIB)) |

## ATTITUDES

| Number | Title | Product Type |
|---|---|---|
| M9024 | School Psychologists Training in Nondiscriminatory Assessment of Children Who Have Special Needs and Limited English Speaking Ability | . Course Descriptions |
| M9036 | Activities for Involvement: Inservice Ideas for attitudinal Change and Involvement | . Handbook |
| M9045 | Planned Positive Peer Interaction: Teacher's Manual - UCLA Project 3PI - Working Draft | . Teacher's Manual |
| M9060 | Synergy Sourcebook | . Resource Manual |

### Components of Training Programs

M9005 . Module 1: Humanizing the Learning Process

. Module 7: Strategies for Changing Attitudes of Regular Class Teachers

. Module 10: Value Clarification

(In An Inservice Training Program for Regular and Resource Teachers)

# ASSESSMENT / EVALUATION OF STUDENTS

| Number | Title | Product Type |
|---|---|---|
| M9018 | Guide for Trainers: A Resource for Workshops on Developing Individual Education Programs | . Trainer's Guide |
| M9023 | Driver Education and Special Needs Students | . Article |
| M9024 | School Psychologists Training in Non-discriminatory Assessment of Children who have Special Needs and Limited English Speaking Ability | . Course Descriptions |
| M9041 | Mark and Amy: The Disturbing Children in Your Classroom | . Handbook |
| M9042 | Billy: The Visually Impaired Child in Your Classroom | . Handbook |
| M9043 | Randy: The Learning Disabled Child in Your Classroom | . Handbook |
| M9044 | Matt: The Mentally Retarded Child in Your Classroom | . Handbook |
| M9060 | Synergy Sourcebook | . Resource Manual |
| M9067 | Problem Solving in the Classroom: A Handbook for Teachers | . Handbook |

## Components of Training Programs

M9001 . Module 10: Classroom Assessment of Student Needs

(In Promises to Keep...Teaching the Handicapped)

M9003 . Non-discriminatory Testing and Techniques

(In Regular Education Inservice: The Severely Communicatively Disordered Child)

## ASSESSMENT/EVALUATION

### Components of Training Programs
(Continued)

M9004 . Module 3: Informal Observation and Assessment

(In Teaching the Young Handicapped Child: An Overview)

M9005 . Module 3: Assessment and Skill Training in Inservice Training

(In An Inservice Training Program for Regular and Resource Teachers)

M9006 . Tapes 4 and 15: Assessment and Issues in Non-Discriminatory Assessment

(In Law and the Handicapped Child in School)

M9020 . Observation Techniques

. Informal and Formal Assessment Procedures

(In Educating Students in the Least Restrictive Environment: Series I: Characteristics and Assessment of Exceptional Learners)

M9022 . Formative Evaluation in the Classroom

. Maintaining Records of Student Progress

. Reporting Student Progress to Parents and Ancillary Personnel

(In Educating Students in the Least Restrictive Environment: Series III: Instructional Management for Exceptional Children in Regular Classes)

M9028 . I.3: Observing and Measuring Behavior

. 4.1: Descriptive Statements (Behavioral v. Judgmental)

(In Generic Regular Education Inservice: I.P.O. Training Units)

M9053 . Diagnosis and Evaluation of Individual Differences modules

(In Inservice Training Modules to Prepare School Personnel to Provide Effective Learning Environments for Learners In Vocational Education)

## Components of Training Programs
(Continued)

M9063 . Educational Assessment, the Student and his curriculum (Module 2 - Booklet 2)

. Psychomotor Assessment/Perceptual Motor Survey (Module 3 - Booklet 5)

(In Workshops in Current Issues in Education)

M9075 . Learning Styles - Module III, Topic 2

(In Station Model Inservice Teacher Education - SMITE)

M9085 . Teacher-Made Activities as Resources for the Handicapped

(In Integrating Mildly Handicapped Students into the Regular Classroom: Introductory Principles and Strategies)

M9101 . Audiometry (PIB #3)

. The Audiogram (PIB #4)

. Utilizing Several Sources for Idnetifying Mild Hearing Impairment (PIB #5)

(In Inservice Training Programs to Assist Regular Classroom Teachers and Other School Personnel in Identification and Provision of Effective Learning Environments for Mildly Hearing Impaired Children: Programmed Instructional Blocks (PIB)

# INDIVIDUAL EDUCATIONAL MANAGEMENT

| Number | Title | Product Type |
|---|---|---|
| M9018 | Guide for Trainers: A Resource for Workshops on Developing Individual Education Programs | . Trainer's Guide |
| M9023 | Driver Education and Special Needs Students | . Article |
| M9025 | Pupil Evaluation Team Handbook | . Planning Guide |
| M9060 | Synergy Sourcebook | . Resource Manual |
| M9087 | Individualized Educational Programming for Mainstreamed Secondary Students with Learning Disabilities | . Article |
| M9091 | Procedures to Guarantee an Individualized Education Plan | . Handbook |

## Components of Training Programs

M9003 . Development and Implementation of IEPs

(In Regular Education Inservice: The Severely Communicatively Disordered Child)

M9004 . Module 9: Planning for Individualized Education

(In Teaching the Young Handicapped Child: An Overview)

M9005 . Module 6: Individual Educational Programming: Content and Accountability

(In An Inservice Training Program for Regular and Resource Teachers)

M9006 . Tapes 5 and 6: I.E.P. Theory and Simulation

. Tape 7: Annual Case Review

(In Law and the Handicapped Child in School)

## INDIVIDUAL EDUCATIONAL MANAGEMENT

### Components of Training Programs
(Continued)

M9021 . Development and Use of the IEP

(In Educating Students in the Least Restrictive Environment: Series II - Planning Instructional Management for Exceptional Children in Regular Classes)

M9028 . 1.1: Competency Based Service Model and the IEP

(In Generic Regular Education Inservice: I.P.O. Training Units)

M9047 . Mainstreaming and IEPs

(In Inservice Training for School Staff Members Working with Handicapped Students - Final Report, August, 1978.)

M9055 . Adapting Regular Classrooms for Exceptional Children

. Program Assessment and Academic Programming for Exceptional Students in Mainstreamed Settings

(In Project Share: Prototype Model for Mainstreaming Training of Regular Educators)

M9063 . A Case Study (Module 3 - Booklet 3)

. General Guidelines for Class Meetings (Module 3 - Booklet 3)

. Developing Instructional Objectives for IEP Development (Module 3- Booklet 4)

(In Workshop in Current Issues in Education)

M9064 . Meeting Learning Needs of Handicapped Children Via a Subject Matter Emphasis

(In Inservice Training for Regular Education Teachers of the Handicapped)

M9075 . A Needs Assessment to Determine Teacher Preparedness for IEP Training (Module I - Topic 4)

. The Child Study Team (Module II - Topic 1)

. Writing Referrals (Module II - Topic 2)

. The IEP (Module II - Topic 3)

(In Station Model Inservice Teacher Education - SMITE)

# INDIVIDUAL EDUCATIONAL MANAGEMENT

## Components of Training Programs
(Continued)

M9101 . Educational Intervention and Mild Hearing Impairment (PIB #10)

(In Inservice Training Programs to Assist Regular Classroom Teachers and Other School Personnel in the Identification and Provision of Effective Learning Environments for Mildly Hearing Impaired Children: Programmed Instructional Blocks (PIB)

## TEACHING TECHNIQUES

| Number | Title | Product Type |
|---|---|---|
| M9007 | Positive Approaches to Managing Troubled Students | Mini-course, Participants' Manual, Readings, and Trainers' Manual |
| M9038 | Academic Skill Activities - How Volunteers Can Help the Mildly Handicapped Child | Resource Guide |
| M9041 | Mark and Amy: The Disturbing Children In Your Classroom | Handbook |
| M9042 | Billy: The Visually Impaired Child in Your Classroom | Handbook |
| M9043 | Randy: The Learning Disabled Child in Your Classroom | Handbook |
| M9044 | Matt: The Mentally Retarded Child in Your Classroom | Handbook |
| M9060 | Synergy Sourcebook | Resource Manual |
| M9076 | Body Awareness and Control Resource Book | Resource Book |
| M9077 | Visual Perceptual Motor Resource Book | Resource Book |
| M9078 | Language Resource Book | Resource Book |

## Components of Training Programs

M9001
- Module 12: Guidelines for Teaching the Handicapped Child in the Regular Classroom

(In Promises to Keep...Teaching the Handicapped)

M9004
- Module 6: Developing Social Skills
- Module 10: Techniques for Meeting Special Needs
- Module 13: Language and Speech Activities

( In Teaching The Young Handicapped Child: An Overview)

## Components of Training Programs
(continued)

M9020 . Theories of Learning, Development and Instruction

(In Educating Students in the Least Restrictive Environment: Series I: Characteristics and Assessment of Exceptional Learners)

M9021 . Selecting Instructional Activities for a Student's Strengths and Weaknesses

. Individualizing Instructional Materials and Media

(In Educating Students in the Least Restrictive Environment: Series II: Planning Instructional Management for Exceptional Children in Regular Classes)

M9022 . Instructional Planning for Learner Preparation

. Planning Frequent Success Experiences

. Motivational Techniques

(In Educating Students in the Least Restrictive Environment: Series III: Instructional Management for Exceptional Children in Regular Classes)

M9028 . 1.7: Practicum - Service to Learners

. 2.2: Implementing Basic Competency Systems

. 1.10: Service to Learners (CORE)

(In Generic Regular Education Inservice: I.P.O. Training Units)

M9047 . Promoting Reintegration of Special Students into the Regular Classroom Through Teams and Games

(In Inservice Training for School Staff Members Working with Mainstreamed Students - Final Report, August, 1978.)

M9063 . Minimal Language Dysfunction and Remediation Techniques (Module 3 - Booklet 3)

( In Workshops in Current Issues in Education)

M9064 . Listening and Auditory Perception/The Receptive Skills

. Ideas for Listening in the Classroom - An Activity List

. Visual Motor Perception

(In Inservice Workshop for Elementary Teachers in the Regular Classroom)

# CURRICULUM

| Number | Title | Product Type |
|---|---|---|
| M9034 | Secondary Materials for the Educationally Handicapped: An Illustrated and Annotated Bibliography | . Bibliography |

## Components of Training Programs

M9005 . Module 5: Curriculum Design: Selection and Evaluation of Materials for a Resource Center

(In An Inservice Training Program for Regular and Resource Teachers)

M9020 . Development of Instructional Objectives

(In Educating Students in the Least Restrictive Environment: Series I: Characterstics and Assessment of Exceptional Learners)

M9028 . 1.2: Writing Objectives

. 2.1: Developing Basic Competency Systems

(In Generic Regular Education Inservice. I.P.O. Training Units)

M9053 . Methods and Materials for Working with Special Needs Students in the Regular Classroom Modules

(In Inservice Training Modules to Prepare School Personnel to Provide Effective Learning Environments in Vocational Education)

M9064 . Guide to Finding Appropriate Instructional Materials: Existing Retrieval Systems

(In Inservice Training for Regular Education Teachers of the Handicapped)

CURRICULUM
Components of Training Programs
(Continued)

M9075 . Writing Behavioral Objectives - Module II, Topic 2

. Curriculum Modification - Module III, Topic 2

. Reading Level - Worksheet Revisions - Module III, Topic 3

(In Station Model Inservice Teacher Education - SMITE)

# CLASSROOM MANAGEMENT

| Number | Title | Product Type |
|---|---|---|
| M9007 | Positive Approaches to Managing Troubled Students | . Mini-course, Participants' Manual, Readings, and Trainers' Manual |
| M9041 | Mark and Amy: The Disturbing Children in Your Classroom | . Handbook |
| M9045 | Planned Positive Peer Interaction: Teachers' Manual - UCLA Project 3PI Working Draft | . Teachers' Manual |
| M9048 | Behavior Management: A Competency-Based Manual for Inservice Training | . Training Manual |
| M9079 | Guidebook I: Increasing Classroom Participation Skills | . Guidebook |
| M9082 | A Comprehensive Program for Meeting the Needs of Secondary Students with Learning Disabilities | . Article/Description |
| M9103 | The Outer Dimensions of Classroom Conflict | . Training Package, Videotapes, and Trainer's Manual |

## Components of Training Programs

M9001 . Module 11: Instructional and Behavior Management

(In Promises to Keep...Teaching the Handicapped)

M9004 . Module 8: Classroom Integration - Mainstreaming and Classroom Management

(In Teaching the Young Handicapped Child: An Overview)

M9005 . Module 8: Strategies for Manipulating the Learning Environment

(In An Inservice Training Program for Regular and Resource Teachers)

## CLASSROOM MANAGEMENT
## Components of Training Programs
(Continued)

M9021 . Organizing and Planning for Individual and Group Instruction

. Planning Classroom Schedules for Individual Instruction

. Planning Classroom Layouts for Exceptional Learners

(In Educating Students in the Least Restrictive Environment: Series II: Planning Instructional Management for Exceptional Children in Regular Classes

M9022 . Classroom Management

(In Educating Students in the Least Restrictive Environment: Series III: Instructional Management for Exceptional Children in Regular Classes)

M9028 . 1.5: Principles of Applied Behavior Analysis

(In Generic Regular Education Inservice: I.P.O. Training Units)

M9053 . Classroom Management and Organization for Working with Students in the Regular Classroom Modules

(In Inservice Training Modules to Prepare School Personnel to Provide Effective Learning Environments for Learners in Vocational Education)

M9055 . Behavior Management Principles for Mainstream Teaching

. The Ecological Model

(In Project Share: Prototype Model for Mainstreaming Training of Regular Educators)

M9063 . Principles of Logical Consequences in a Democratic Setting (Module 3 - Booklet 3)

. The ABCs of Guiding the Child (Module 3 - Booklet 3)

(In Workshops in Current Issues in Education)

M9064 . Management of Behavior

(In Inservice Workshop for Elementary Teachers in The Regular Classroom)

M9075 . Behavior Strategies and Techniques - Module III, Topic 4

(In Station Model Inservice Teacher Education - SMITE)

## COMMUNICATION

| Number | Title | Product Type |
|---|---|---|
| M9045 | Planned Positive Peer Interaction: Teacher's Manual - UCLA Project 3PI Working Draft | . Teacher's Manual |
| M9050 | Individual and Group Counseling: A Competency-Based Manual for Inservice Training | . Training Manual |
| M9060 | Synergy Sourcebook | . Resource Manual |
| M9061 | Synergy Filmstrip and Tape | . Filmstrip/Tape |
| M9068 | Talking with Teachers: A Problem Solving Handbook for Parents | . Handbook |

### Components of Training Programs

| | |
|---|---|
| M9004 | . Module 5: Parent Involvement<br>(In Teaching the Young Handicapped Child: An Overview) |
| M9022 | . Verbal and Nonverbal Communication<br>. Questioning Techniques<br>. Reporting Student Progress to Parents and Ancillary Personnel<br>(In Educating Students in the Least Restrictive Environment: Series III: Instructional Management for Exceptional Children in Regular Classes) |
| M9028 | . 1.4: Graphing<br>. 3.1: Consultation<br>. 4.3: Service Summary<br>. 3.2: Consultation with Regular Classroom Teachers (CORE)<br>. 3.4: Training Aides, Parents, or Peer Tutors (Resource Room Teachers) |

## COMMUNICATION
## Components of Training Programs
(Continued)

- 4.6: Monthly Reporting System (CORE)
- 4.7: Presentation to Teachers (Resource Room Teachers)
- 4.7: Parent Presentation (Evaluation Team Leaders)
- 4.8: Service Summaries (CORE)
- 5.2: Formal Presentation to Committee (CORE)

(In Generic Regular Education Inservice: I.P.O. Training Units)

## SCHOOL-WIDE PLANNING, STAFF DEVELOPMENT, AND COORDINATION

| Number | Title | Product Type |
|---|---|---|
| M9015 | A Planning Guide for the Development and Implementation of Full Services For All Handicapped Children | . Planning Guide |
| M9019 | Special Education Futures: A Forecast of Events Affecting the Education of Exceptional Children: 1975-2000 | . Article |
| M9025 | Pupil Evaluation Team Handbook | . Planning Guide |
| M9057 | An Inservice Training Model for Special and Regular Educators Involved in Mainstreaming Mildly Handicapped | . Article |
| M9061 | Synergy Filmstrip and Tape | . Filmstrip/Tape |
| M9067 | Problem Solving in the Classroom: A Handbook for Teachers | . Handbook |
| M9071 | School Volunteer Programs - Everything You Need to Know to Start or Improve Your Program | . Planning Guide |

### Components of Training Programs

M9001 . Related Services for the Handicapped

(In Promises to Keep...Teaching the Handicapped)

M9003 . Placement Alternatives

(In Regular Education Inservice: The Severely Communicatively Disordered Child)

M9005 . Module 2: Inservice Training: A Personalized Approach to Instruction

. Module 4: The Role and Function of the Resource Teacher

. Module 9: The Assessment of the Effectiveness, Efficiency, and Impact of the Resource Room

(In An Inservice Training Program for Regular and Resource Teacher)

M9006 . Tape 10: Multicategorical Resource Room

(In Law and the Handicapped Child in School)

M9020 . Approaches for Delivering Special Education Services

. Referral Systems

(In Educating Students in the Least Restrictive Environment: Series II - Planning Instructional Management for Exceptional Learners in Regular Classes)

M9028 . 3.1: Consultation

. 1.9: Chairing an Evaluation meeting (CORE)

. 3.2: Consultation with Regular Classroom Teachers (CORE)

. 3.3: Training Regular Classroom Teachers to Implement Basic Competency Systems (CORE)

. 3.4: Training Aides, Parents, or Peer Tutors (Resource Room Teachers)

. 3.6: Monitoring School Building Generic Teachers

. 5.1: Program Management (CORE)

. 5.3: School Building Proposal (Resource Room Teachers and Evaluation Team Leaders)

(In Generic Regular Education Inservice: I.P.O. Training Units)

M9047 . School Mainstreaming Program Plans

. Supplementary Education in Inservice Course Descriptions

. Inservice Course Proposals on Issues in Mainstreaming Seminar

. Individualized Study in Mainstreaming

. Professional Development and Educational Improvement Committee: Recommendations for Continuum Education Regarding Mainstreaming

## SCHOOL-WIDE PLANNING, STAFF DEVELOPMENT, AND COORDINATION
### Components of Training Programs
### (Continued)

- Responsibilities of School Inservice Coordinator for Mainstreaming
- School Inservice for Mainstreaming Committees
- Competency-based Requirements for Supplementary Education Inservice Courses

(In Inservice Training for School Staff Members Working with Mainstreamed Students - A Final Project Report, August, 1978)

M9055
- Program Assessment and Academic Programming for Exceptional Students in Mainstreaming
- Special and General Education Working Together
- Characteristics of Successful Mainstreamed Schools

(In Project Share: Protype Model for Mainstreaming Training of Regular Educators)

## USE OF RESOURCES

| Number | Title | Product Type |
|---|---|---|
| M9019 | Special Education Futures: A Forecast of Events Affecting the Education of Exceptional Children: 1975-2000 | . Article |
| M9038 | Academic Skill Activities - How Volunteers Can Help the Mildly Handicapped Child | . Resource Guide |
| M9039 | Volunteers and Children with Special Needs | . Resource Manual |
| M9040 | Guidelines for Involving Older Volunteers | . Planning Guide |
| M9060 | Synergy Sourcebook | . Resource Manual |
| M9071 | School Volunteer Programs - Everything You Need to Know to Start or Improve Your Program | . Planning Guide |

## Components of Training Programs

M9003 . Parent Volunteer Support Skills

(In Regular Education Inservice: The Severely Communicatively Disordered Child)

M9005 . Module 5: Curriculum Design: Selection and Evaluation of Materials for a Resource Center

(In An Inservice Training Program for Regular and Resource Teachers)

M9028 . 4.9: Materials Library (for Generic Support Teachers)

(In Generic Regular Education Inservice: I.P.O. Training Units)

M9047 . Preliminary Listing of Priority Inservice Training Materials

(In Inservice Training for School Staff Members Working with Mainstreamed Students - Final Project Report, August, 1978)

## USE OF RESOURCES
## Components of Training Programs
## (Continued)

M9053 . Use of Resources

(In Inservice Training Modules to Prepare School Personnel to Provide Effective Learning Environments for Learners in Vocational Education)

## EARLY CHILDHOOD EDUCATION

| Number | Title | Product Type |
|---|---|---|
| M9004 | Teaching the Young Handicapped Child: An Overview | . Training Program (Videotapes, Readings, and Activities) |
| M9076 | Body Awareness and Control Resource Book | . Resource Book |
| M9077 | Visual Perceptual Motor REsource Book | . Resource Book |
| M9078 | Language Resource Book | . Resource Book |
| M9079 | Guidebook I: Increasing Classroom Participation Skills | . Guide Book |
| M9080 | Preschool Screening System | . Manual |

## SECONDARY, CAREER AND VOCATIONAL EDUCATION

| Number | Title | Product Type |
|---|---|---|
| M9008 | The Looking Glass | . Resource Manual |
| M9010 | Teaching for Career Decision-Making: A Guide for Organizing a Career Development Program | . Resource Manual |
| M9034 | Secondary Materials for the Educationally Handicapped: An Illustrated and Annotated Bibliography | . Bibliography |
| M9053 | Inservice Training Modules to Prepare School Personnel to Provide Effective Learning Environments for Learners in Vocational Education | . Training Program (Trainer's Guide, Overheads, and Readings) |
| M9082 | A Comprehensive Program for Meeting the Needs of Secondary Students with Learning Disabilities | . Article |
| M9084 | Inservice Training to Prepare School Personnel to Provide Effective Learning Environments for Learners in Vocational Education | . Description |
| M9087 | Individualized Educational Programming for Mainstreamed Secondary Studetns with Learning Disabilities | . Article |
| M9096 | Teaching Learning Disabled Students in the Mainstream: A Challenge for Regular and Special Educators | . Article |
| M9093 | Career Education for Exceptional Individuals | . Training Package (self instructional manual, facilitator's guide, film strips, cassettes) |
| M9103 | The Outer Dimensions of Classroom Conflict | . Training Package (Videotapes, Trainer's manual) |

## PROGRAM PLANNING AND DEVELOPMENT

| Number | Title | Product Type |
|---|---|---|
| M9008 | The Looking Glass | . Resource Manual |
| M9010 | Teaching for Career Decision-Making: A Guide for Organizing a Career Development Program | . Resource Manual |
| M9011 | Functions of the Placement Committee in Special Education: A Resource Manual | . Resource Manual |
| M9012 | Child Identification: A Handbook for Implementation | . Handbook |
| M9013 | Due Process in Special Education: A Record "The Dick East Hearing" | . Handbook |
| M9014 | Due Process in Special Education: A Step by Step Resource Manual for Hearing Officers | . Resource Manual |
| M9015 | A Planning Guide for the Development and Implementation of Full Services for All Handicapped Children | . Planning Guide |
| M9016 | Developing the Compliance Monitoring in Special Education: A Process Manual for State and Local Agencies | . Process Manual |
| M9019 | Special Education Futures: A Forecast of Events Affecting the Education of Exceptional Children: 1975-2000 | . Article |
| M9024 | School Psychologists Training in Non-discriminatory Assessment of Children who have Special Needs and Limited English Speaking Ability | . Course Descriptions |
| M9026 | Plattsburgh Interdisciplinary Institute: Progress Report for Second Year | . Progress Report |
| M9027 | North Kansas City School District School Reorganization Study, 1978-79 | . Planning Guide |
| M9029 | Cooperative Manpower Planning in Special Education: First Missouri Symposium | . Conference Proceedings |
| M9030 | Cooperative Manpower Planning: Annotated Bibliography | . Bibliography |

## PROGRAM PLANNING AND DEVELOPMENT
(Continued)

| Number | Title | Product Type |
|---|---|---|
| M9031 | Manpower Planning for Special Education: Planning Model and Alternatives | . Planning Guide |
| M9032 | Statewide Cooperative Manpower Planning in Special Education: A Second Status Study | . Report |
| M9033 | Statewide Cooperative Manpower Planning in Special Education; a Status Study | . Report |
| M9050 | Individual and Group Counseling: A Competency - Based Manual for Inservice Training | . Training Manual |
| M9051 | Organizational Manual for a Public School-Based Teacher Internship Model | . Planning Guide |
| M9056 | Innovative and Technical Training in the Utilization of the Arts with Handicapped Children and Youth | . Description and Evaluation Instruments |
| M9057 | An Inservice Training Model for Special and Regular Educators Involved in Mainstreaming Mildly Handicapped | . Article |
| M9059 | Designing a Problem-Focused Needs Assessment | . Handbook |
| M9061 | Synergy Filmstrip and Tape | . Filmstrip/Tape |
| M9065 | Proposal for Institute to Prepare Teachers of Severely Emotionally Disturbed | . Description |
| M9066 | Regular Education Inservice Training Center for Regular Educators and Administrators for Educating Severely Handicapped Children | . Description |
| M9067 | Problem Solving in the Classroom: A Handbook for Teachers | . Handbook |
| M9069 | Toward a National Inservice Network Training School Personnel Working with Handicapped Children | . Report |

## PROGRAM PLANNING AND DEVELOPMENT
(Continued)

| Number | Title | Product Type |
|---|---|---|
| M9070 | The TREK Process: At the Building Level | . Description |
| M9072 | Inservice Best Practices: The Learnings of Regular Education | . Article |
| M9073 | National Inservice Network: An Emerging Collaborative Effort Between General and Special Education | . Outline |
| M9074 | Design/Evaluation of Inservice: Elements of Best Practices | . Outline |
| M9081 | Evaluation and Interview Instruments | . Evaluation Instruments |
| M9082 | A Comprehensive Program for Meeting the Needs of Secondary Students with Learning Disabilities | . Article/Description |
| M9083 | Generic Teacher Training Program/ An Inservice Training Model for Training Special and Regular Classroom Teachers | . Description |
| M9084 | Inservice Training to Prepare School Personnel to Provide Effective Learning Environments for Learners in Vocational Education | . Description |
| M9086 | Training Teachers for Special Learners in Regular Classrooms: An Inservice Project Report | . Report |
| M9087 | Individualized Educational Programming for Mainstreamed Secondary Students with Learning Disabilities | . Article |
| M9088 | TEAM Projects: Project TEAMS Technical Assistance Bulletin to Help Educators and Administrators Meet Special Education Mandates | . Newsletter |
| M9089 | Art for the Handicapped | . Project Report |
| M9092 | New Regular Education Inservice Projects, FY 1978-79; Preliminary Description | . Resource Book (Project Abstracts) |

## PROGRAM PLANNING AND DEVELOPMENT
(Continued)

| Number | Title | Product Type |
|---|---|---|
| M9095 | Regular Education Inservice: Generic Teacher Training Program - Dissemination Abstract (Spring 1979) | . Project Report |
| M9097 | Teacher Assistance Teams: A Procedure for Supporting Classroom Teachers | . Project Report |

## TRAINING PROGRAMS

| Number | Title | Product Type |
|---|---|---|
| M9001 | Promises to Keep...Teaching the Handicapped | . Videotape, and Participant's Manual |
| M9003 | Regular Education Inservice: the Severely Communicatively Disordered Child | . Videotapes, Handouts, and Trainer's Manual |
| M9004 | Teaching the Young Handicapped Child: An Overview | . Videotapes, Booklets |
| M9005 | An Inservice Training Program for Regular Teachers and Resource Teachers | . Self-instructional Modules |
| M9006 | The Law and the Handicapped Child in School | . Videotapes |
| M9020 | Educating Students in the Least Restrictive Environment: Series I: Characteristics and Assessment of Exceptional Learners | . Instructional Guide |
| M9021 | Educating Students in the Least Restrictive Environment: Series II: Planning Instructional Management for Exceptional Children in Regular Classes | . Instructional Guide |
| M9022 | Educating Students in the Least Restrictive Environment: Series III: Instructional Management for Exceptional Children in Regular Classes | . Instructional Guide |
| M9028 | Generic Regular Education Inservice I.P.O. Training Units | . Training I.P.O.s |
| M9047 | Inservice Training for School Staff Members with Mainstreamed Students - Final Project REport, Aug. 1978 | . Report |
| M9053 | Inservice Training Modules to Prepare School Personnel to Provide Effective Learning Environments for Learners in Vocational Education | . Trainer's Guide, Overheads, and Readings |
| M9054 | A Professional Development Center for Training Regular Classroom Teachers to Individualize Instruction for Mildly Handicapped Students | . Multi-media Instructional Modules |

## TRAINING PROGRAMS
(continued)

| Number | Title | Product Type |
|---|---|---|
| M9055 | Project Share: Prototype Model for Mainstreaming Training of Regular Educators | . Description |
| M9062 | Behavior Management Strategies for Classroom Application | . Training Manual |
| M9063 | Workshop in Current Issues in Education | . Modules, Trainer's Guide, Readings, Handouts |
| M9064 | Inservice Workshop for Elementary Teachers in the Regular Classroom | . Trainer's Manuals, Participant's Manuals |
| M9075 | Station Model Inservice Teacher Education - SMITE | . Self-instructional Modules |
| M9085 | Integrating Mildly Handicapped Students into the Regular Classroom: Introductory Principles and Strategies | . Training Packets |
| M9101 | Inservice Training Programs to Assist Regular Classroom Teachers and Other School Personnel in the Identification and Provision of Effective Learning Environments for Mildly Hearing Impaired Children: 10 Programmed Instructional Blocks (PIB) | . Programmed Instructional Blocks (PIB) |
| M9103 | The Outer Dimensions of Classroom Conflict | . Videotapes, Trainer's Manual |

# RESOURCE DIRECTORIES

| Number | Title | Product Type |
|---|---|---|
| M9034 | Secondary Materials for the Educationally Handicapped: An Illustrated and Annotated Bibliography | . Bibliography |
| M9046 | Inservice Training Modules Matched to Personnel Development Profile | . Listing |
| M9052 | Resource Center Inventory | . Listing |
| M9090 | Educating Handicapped Children in the Regular Classroom: Directory of Instructional Materials | . Resource Directory |
| M9092 | New Regular Education Inservice Projects FY 1978-1979: A Preliminary Description | . Resource Book (Project Abstracts) |

# ABSTRACTS

Materials: M9001

Title: Promises to Keep. . . .Teaching the Handicapped

Physical Description: 12 modules which include one video tape per module and a study guide. The study guides discuss each specific topic and outline follow-up activities.

Content Summary: Developed by Virginia Polytechnic Institute and State University to meet the needs of the regular classroom teachers who are assuming or will assume responsibility for the education of handicapped children. Modules 2 through 8 each address one major handicapping condition in detail. The balance of the modules look at interdisciplinary services for the handicapped, classroom assessment and teaching techniques, such as instructional and behavior management of individual differences.

Subject Descriptors: Characteristics of Handicapping Conditions, Individual Educational Management; Behavior Management; Assessment; Teaching Techniques; Training Program.

Use: In-service training for general and supportive school personnel. Pre-service training of regular classroom teachers and related disciplines. Individual parent education, parent education, parent and community awareness programs.

. . . can be ordered to fit any standard audio-visual format.

Availability: Order forms are available from distributor below.

Producer or distributor: MORITZ LABORATORIES, INC.
The Chateau, Suite 1104E
9727 Mt. Pisgah Rd.
Silver Springs, MD 20903

Materials: M9003

Title: Regular Education Inservice
The Severely Communicatively
Disordered Child

Physical Description: A series of 29, one-half hour videotapes

Content Summary: The videotapes are a direct outgrowth of P.L.94-142, responding to the needs of regular educators to better understand and serve the handicapped child in the public school system; specifically, the severely communicatively handicapped child in the elementary school. Topics addressed include normal language development, types and effects of various communication disorders, non-discriminatory testing and techniques, development and implementation of IEPs, placement alternatives, rights of parents and children, and parent volunteer support skills.

Subject Descriptors: Characteristics of Handicapping Conditions; Assessment/Evaluation of Students; Individual Educational Management, Student Staffing, School Wide Planning, Staff Development and Coordination; Use of Resources; Communication; Training Program.

Use: Designed to be used as the basis for an inservice program for regular educators to include administrators, support personnel and classroom teachrs. The series also contains information that would be beneficial for parents interested in serving as volunteers in the schools.

Videocassette players and monitors must be available in the district for the program. Accompanying materials include appropriate handouts for each videotape, and a manual.

Availability: Queries as to the availability of the program should be directed to the project director or coordinator who will inform you of the cost and request procedure.

Producer or distributor: University of Colorado at Denver
Auraria Communication Disorders Clinic
MSC Administration Bldg., Suite 108
1006 Eleventh Street
Denver, Colorado 80204
Att: Natalie Hedberg Daves, Ph.D.
Debbie Atlas-Klein, M.A.

Materials: M9004

Title: "Teaching the Young Handicapped Child: An Overview"

Physical Description: Videotapes (30-60 minutes) and booklets (readings and activities) for a 13 session, 3 credit hour college level course.

Content Summary: Consists of the following 14 units for full implementation of P.L.94-142 for young children:

1. Orientation/Organization overview
2. Early childhood special education overview.
3. Informal observation and assessment
4. Panel discussion on contents of units 2 & 3
5. Parent involvement
6. Developing social skills
7. Panel discussion on contents of units 5 & 6
8. Classroom integration - mainstreaming and classroom management
9. Planning for individualized education
10. Techniques for meeting special needs
11. Panel discussion on contents of units 8, 9, and 10.
12. Language and speech development
13. Language and speech activities
14. Panel discussion on contents of units 12 & 13

Subject Descriptors: Mainstreaming and the Law; Characteristics of Handicapping Conditions; Teaching Techniques; Classroom Management; Curriculum; Assessment/Evaluation; Communication; Training Program.

Use: For early childhood teachers with limited special education background who have children with special needs in their classroom.

Training for regular classroom teachers can be achieved through onsite or offsite delivery by videotapes, readings, and activities.

This product can be utilized by any college or university at the graduate and/or undergraduate level and by any other organization (e.g., state department, Head Start, Lea's, etc.) for in-service program.

Equipment needed is a videotape player and TV monitor.

Materials: M9004 Continued

Availability: The product, funded by Bureau of Education for the Handicapped funds, is available at cost to any organization ($675.00).

Producer or Distributor: Contact Project PUSH
Mineral County Board of Education
39 S. Mineral Street
Keyser, West Virginia 26726
(304) 788-5160

Materials: M9005

Title: An Inservice Training Program for Regular and Resource Teachers, 1978

Physical Description: 10 self-instructional modules contained in a loose-leaf binder.

Content Summary: Topics for the modules were selected from a comprehensive list compiled by the staff. Included with each module is a test to assess the participants' prior knowledge of the topic, and a post-test to determine the extent of knowledge gained as a result of completing the unit. Module topics include:

1) Humanizing the teaching process
2) Inservice training: a personalized approach to instruction,
3) Assessment and skill training in inservice training,
4) The role and function of the Resource Teacher,
5) Curriculum design: selection and evaluation of materials for a resource center,
6) Individual educational programming: content and accountability,
7) Strategies for changing attitudes of regular class teachers,
8) Strategies for manipulating the learning environment,
9) The assessment of the effectiveness, efficiency, and impact of the resource room,
10) Values clarification.

Subject Descriptors: Attitudes; Use of Resources; Individual Educational Management; Curriculum; Classroom Management; Training Program.

Use: Can be used as a complete inservice program, as a self-instructional componenet of an existing course, or a field-based training program. These modules are transportable and may be replicated with a minimum of faculty time and financial cost.

Materials: M9005 Continued

Availability: Inquiries regarding the availability of the modules should be directed to the Project Director, (below) who will inform you of the cost and procedures for obtaining a single module or the complete set.

Producer or Distributor: Dr. Octavia B. Knight
Department of Special Education
North Carolina Central University
Durham, North Carolina 27707

Materials: M9006

Title: "The Law and the Handicapped Child in School," by Howard Spicker, 1978

Physical Description: Fifteen one-half hour, 3/4 inch video cassette tapes, (color)

Content Summary: Developed as part of the Indiana Inservice Training for Regular Educators project. Covers the following topics:

- Tape 1 Overview of P.L.94-142 and Section 504
- Tape 2 & 3 Patricia Neal's INCLUDE ME ALSO describing the new Law
- Tapes 4 & 15 Assessment of Handicapped Children; Issues in Non-discriminatory testing
- Tapes 5 & 6 IEP Theory and Simulation
- Tapes 7 & 8 Annual Case Review Theory and Simulation
- Tape 9 Including Handicapped Children in the Regular Class
- Tape 10 Multicategorical Resource Room
- Tape 11 Special Day School
- Tape 12 Special School (Residential Training Center)
- Tape 13 Due Process Hearing - Theory
- Tape 14 Due Process Hearing - Simulation

Subject Descriptors: Training Program

Use: As a preservice instructional sequence; as an inservice instructional sequence; tapes lend themselves to small group activities; tapes provide simulations of Case Conference/IEP/Annual Case Review/Due Process Hearing. Simulations can be used as models for designing inservice activities. LRE in Indiana can be used as a resource guide.

Availability: All numbered tapes have been developed and are available at the addresses below. At the present time 2 complete sets are in existence. Multiple copies are expected to be available. No software or instructional guides available - being developed.

Producer or Distributor: Carol Eby, VI-D Coordinator
Indiana Dept. of Special Education
Room 229, State House
Indianapolis, Ind. 46204

or

Materials: M9006 Continued

Dr. Howard Spicker, Chairperson
Dept. of Special Education
Smith Research Center, Rm 170
Indiana University
Bloomington, Ind. 47405
(812) 337-0423

Materials: M9007

Title: "Positive approaches to managing troubled students" - a mini course by Dr. Raymond Glass, 1979.

Physical Description: Includes 1) booklet for participants (20 pages), 2) booklet of reproduced readings, and 3) trainer's manual containing lesson outlines and objectives.

Content Summary: The course is made up of four 2-hour sessions designed to equip classroom teachers to deal with behavior problems. Focus is on identifying problem behaviors and using praise and other types of intervention. Involves a practicum component on which a case study is written. This mini-course has been extensively field-tested and positively evaluated by participants.

Subject descriptors: Teaching Techniques; Classroom Management

Use: For use with regular elementary and secondary classroom teachers at the building level. Involves a trainer of trainers model in which regular classroom teachers teach their peers in a small group (no larger than 6).

Availability: Examination copy is available through NIN Lending Library.

Producer or Distributor: Dr. Raymond Glass, Dept. of Spec. Ed.
University of Maine at Farmington
Farmington, Maine 04938

Materials: M9008

Title: The Looking Glass, Fullerton Union High School District, revised edition, 1978

Physical Description: 469 pages, 3 ring binder with dividers for each section.

Content Summary: Developed by the Fullerton Union High School District under an ESEA, Title IV-C Grant. Consists of five sections:

Section I - Career Center Management Guide - contains suggestions relevant to the operation of a center (i.e., room arrangement, calendar of events, speaker programs, classroom presentation, record keeping, etc.). Includes a Materials and Equipment Resource Guide.

Section II - Career Information Technician Training Program - contains a design for 60 hours of training on a workshop model. Included are detailed descriptions for Sessions 1-15 with suggested goals, resources and activities; assessment instruments; and the career Information Technician Trainee Package.

Section III - Career Information Packets (CIPs) - a series of 68 individualized instructional units comprising a career exploration sequence, designed to assist high school students in developing self-awareness, making realistic educational plans, and using knowledge and skills to create a life-style consistent with aptitudes, interests, and personal values. Each CIP contains a statement of purpose, lists of materials/ resources needed, and directions to complete the activities.

Section IV - Subject Matter Articulated Career Kits (SMACK) - a series of instructional units for use by a regular classroom teacher. Designed to assist teachers in bridging the gaps between subject-matter content and the world of work. Available for Business, English, Home Economics, Mathematics, Reading, Science, Social Science, and Special Education. Each unit contains a goal (expected student performance), materials needed, student handouts, and directions for student activities.

Section V - Student Guidance System - covers the Career Development Program for the high school.

Subject Descriptors: Secondary, Career and Vocational Education; and Program Planning and Development.

Use: Designed to assist school personnel in the development, expansion, operation, and evaluation of a career center's services and activities.

Availability: Examination copy is available through NIN Lending Library. Contact producer (below) for purchase.

Producer or distributor: Jerry Miltenberger
Fullerton Union High School District
2600 E. Nutwood Avenue
Fullerton, California 92631

Materials: M9010

Title: Teaching for Career Decision-making: A Guide for Organizing a Career Development Program, by Joan Kosuth and Jerry Miltenberger, © 1978

Physical Description: A 112 page soft cover manual

Content Summary: Composed of sequential learning activities specifically designed to familiarize the student with his own abilities, aptitudes, interests, and values enabling the student to relate his own personal goals to educational and career choices available to him. The manual is divided into four sections:

Section I describes possible ways to incorporate a career class into the school curriculum.
Section II outlines specific methods for organizing the class around career instructional packages.
Section III contains nine Career Instructional Packages.
Section IV contains notes for using Career Instructional Packages, suggested activities, and materials.
Section V is a guide for implementing a Career Development Center (equipment, activities, materials, and floor plan layout).

Subject Descriptors: Secondary, Career and Vocational Education; Program Planning and Development.

Use: Designed for high school educators.

Availability: Examination copy is available through the NIN Lending Library.

Producer or Distributor: Diversified Counseling Services
13461 Elizabeth Way
Tustin, California 92680

Materials: M9011

Title: Functions of the Placement Committee in Special Education: A Resource Manual, NASDSE, Dr. Jeanette Walker (ed.), 1976

Physical Description: 105 page soft cover, resource manual.

Content Summary: Designed for two target audiences: local school district personnel and state education agency personnel. Main objectives are to provide a guide for placement committees to follow in fulfilling responsibilities in developing IEPs; and to train placement committees in meeting state and federal requirements. The manual is divided into four major sections:

I. An overview of P.L.94-142 as it relates to the use of a placement committee and IEP development. An introduction to the functions of a placement committee.
II. A checklist designed to guide the committee through each function; additional information on each function performed.
III. An activities checklist.
IV. An appendix which contains additional resources: sample state guidelines; sample forms; due process procedures; and suggestions for preparing IEP.

Subject Descriptors: Program Planning and Development.

Use: At local and state level.

Availability: PREPAID: 1 @ $3.50
10 or more @ $3.00
Can be obtained through producer (below).

Producer or Distributor: NASDSE (National Association of State Directors of Special Education)
1201 Sixteenth St., Northwest
Washington, DC 20036
(202) 833-4193

Materials: M9012

Title: Child Identification: A handbook for Implementation, NASDSE/Mid - East Regional Resource Center, 1976

Physical Description: A 30 page spiral bound handbook

Content Summary: An information resource and a planning document designed to provide state and local education agencies with some procedures that have been successfully used in child identification activities. Divided into five major topical areas:

I Planning/identifying barriers to child identification procedures/principles of planning a child identification model/evaluating child identification processes.
II Interagency cooperation/planning and obtaining state level support.
III Awareness/use of: mass communication media; volunteers/planning a volunteer program, a community awareness campaign and evaluating campaign effectiveness/establishing a continuity of the community awareness campaign.
IV Collection and Utilization of Data/Ways to use Information.
V Confidentiality

Included is an appendix which provides a directory of Child Find Coordinators in State Agencies and A Child Find Public Information Handbook.

Subject Descriptors: Program Planning and Development

Use: As a planning document and information resource

Availability: PREPAID - 1 or more @ $2.00 each
Can be obtained through producer (below).

Producer or Distributor: NASDSE (National Association for State Directors of Special Education)
1201 Sixteenth Street, Northwest
Washington, DC 20036
(202) 833-4193

Materials: M9013

Title: Due Process in Special Education: A Case Record/"The Dick East Hearing", NASDSE, 1978

Physical Description: A 99 page spiral bound handbook

Content Summary: An actual transcript including correspondence, exhibits, and testimony taken during a special education due process hearing. Intended to provide prospective Hearing Officers and hearing participants with insight into the content, process, and possibly the aggravation associated with a due process hearing.

Subject Descriptors: Mainstreaming and the Law; Program Planning and Development

Use: By Hearing Officers and due process hearing participants. To be used in conjunction with DUE PROCESS IN SPECIAL EDUCATION: A STEP BY STEP RESOURCE MANUAL FOR HEARING OFFICERS (NASDSE, 1978).

Availability: Examination copy available in NIN Lending Library. PREPAID: 1 @ $4.00 from distributor (below).

Producer or Distributor: NASDSE (National Association of State Directors of Special Education)
1201 Sixteenth Street, NW
Washington, DC 20036
(202) 833-4193

Materials: M9014

Title: Due Process in Special Education: A Step by Step Resource Manual for Hearing Officers, 1978

Physical Description: A 50 page soft cover manual

Content Summary: Designed to serve as a resource for impartial due process hearings officers in special education as well as for state and local education agency officials who must develop procedures for the training of hearings officers. Outlines relevant information concerning due process for Hearings Officers and provides step by step procedures for preparing and conducting a hearing and writing a decision. The chapter headings include:

I Introduction to the Manual itself
II Background to Right to Education Litigation and Legislation
III Due Process
IV Role of Hearings Officers
V Preparing for a Hearing
VI Conducting a Hearing
VII The Decision
Appendix for Self-Evaluation

Chapters III, V, VI, VII include a Self-Test to be completed by the participant.

Companion training resources are three-slide tape presentations, case studies, and a set of stimulation exercises also available through NASDSE.

Subject Descriptors: Mainstreaming and the Law; Program planning and Development.

Use: Resource for hearings officers, state and local education agency personnel.

Availability: PREPAID: 1 @ $5.00 from producer (below).

Producer or distributor: NASDSE (National Association of State Directors of Special Education)
1201 Sixteenth Street, NW
Washington, DC 20036
(202) 833-4193

Materials: M9015

Title: A Planning Guide for the Development and Implementation of Full Services for all Handicapped Children, NASDSE, 1976

Physical Description: 29 pages of narrative, charts, and planning forms.

Content Summary: Represents a needs assessment for accomplishment of a full services program and an estimate of additional resources necessary to achieve this goal. Consists of 3 major components:

I. A full services model progam
II. Statements reflecting the responsibilities for special education services
III. Forms for assessing current programs and developing new program elements.

It is suggested that the guide can be used most effectively by involving a multi-disciplinary team, consisting of administrators, supervisors, principals, teachers, support personnel and parents. When the planning guide is completed, the team will have a ready reference to elements existing in the current program, those elements which can be initiated easily, and those that will require additional financing.

Subject Descriptors: School-Wide Planning, Staff Development, and Coordination; Program Planning and Development

Use: To help LEA personnel review their existing special education programs and plan for the development of additional services leading to a comprehensive program of full services for all handicapped children.

Availability: Examination copy is available through the NIN Lending Library. COST, $2.50 from distributor (below).

Producer or Distributor: National Association of State Directors of Special Education
1201 Sixteenth St., Northwest
Washington, DC 20036

Materials: M9016

Title: Developing the Compliance Monitoring System in Special Education: A Process Manual for State and Local Education Agencies, NASDSE, @ 1977

Physical Description: A 230 page soft cover manual

Content Summary: Provides a guide for developing a monitoring system for education agencies (local, state and federal) responsible for delivering services to exceptional children. Contains introductory and overview material. Divided into three sections describing seven steps to be followed in developing a monitoring system:

Step #1 Identify Sources of Authority
Step #2 Establish a Rationale or Philosophy
Step #3 Determine Standards
Step #4 Develop Methods and Procedures
Step #5 Develop Materials
Step #6 Conduct Monitoring
Step #7 Report the Results

The Appendix provides a set of monitoring system examplars used in other states.

Subject Descriptors: Program Planning and Development; Information Management Systems

Use: By State and Local Agencies/Administrators/providing technical assistance

Availability: Examination copy is available through the NIN Lending Library. PREPAID - 1 @ $5.00 from distributor (below).

Producer or Distributor: NASDSE (National Association for State Directors of Special Education)
1201 16th Street, Northwest
Washington, DC 20036
(202) 833-4193
(202) 833-4218

Materials: M9017

Title: Education of the Handicapped Litigation brought under P.L.94-142, Section 504: NASDSE and Education of Handicapped Policy Project, 1978, George Washington University

Physical Description: 17 page soft cover spiral bound handbook

Content Summary: A compilation of Litigation that has arisen as of August 1, 1978 out of P.L.94-142 and Section 504 of the Rehabilitation Act. Identifies issues that have surfaced as a result of the legislation and indicates how the courts are handling these issues. Presents annotated cases designed to give the reader a brief overview of the proceedings. The cases are arranged in nine categories:

I. Free appropriate public education
II. Placement in the least restrictive environment
III. Placement of no cost to parents
IV. Due process procedures
V. Discipline and expulsion
VI. Exhaustion of administrative remedies
VII. Miscellaneous cases under P.L.94-142, Section 504
VIII. Cases that pose future P.L.94-142 and Section 504 issues
IX. Cases to note.

Subject Descriptors: Mainstreaming and the Law

Use: May be used as a resource for Directors of Special Education; as an instructional tool for university personnel teaching a course on issues or topics.

Availability: Contact NASDSE (below)

Producer or Distributor: Education of Handicapped Policy Project (EHPP)
1001 Connecticut Ave., NW
Suite 310
Washington, DC 20036
(202) 676-5910
or
National Association for State Directors of Special Education
NASDSE
1201 16th St., NW, Suite 610E
Washington, DC 20036
(202) 833-4193
(202) 833-4218

Materials: M9018

Title: Guide for Trainers: A Resource for Workshops on Developing Individual Education Programs, NASDSE (Third Printing, 1978)

Physical Description: A 152 page soft cover resource and trainers' guide

Content Summary: Designed to provide state and local education agency personnel with a tested, workable training process and materials to be used in the training of placement committees for decision-making, IEP development and implementation. Divided into 2 sections:

I. Planning, Conducting, and Evaluating an IEP workshop
II. Suggested Media Materials and Activities in the Appendix

Subject Descriptors: Individual Educational Management; Assessment and Evaluation

Use: Inservice planning

Availability: Examination copy is available through the NIN Lending Library. PREPAID - 1 @ $3.00 from the distributor (below).

Producer or Distributor: NASDSE (National Association of State Directors of Special Education
1201 Sixteenth St., Northwest
Washington, DC 20036
(202) 833-4193

Materials: M9019

Title: Special Education Futures: A Forecast of Events Affecting the Education of Exceptional Children: 1975-2000, 1974

Physical Description: 22 pages, spiral bound article

Content Summary: Reports on a futuristic study of special education conducted by NASDSE. Used the Delphi methodology (Helmer, 1965) as a brainstorming and planning tool for educators. Identified basic trends and grouped them into 4 categories:

(1) Legal/Statutory
(2) Administrative
(3) Instructional
(4) Teacher Education

Subject Descriptors: Mainstreaming/Law; Use of Resources; Schoolwide Planning; Program Planning and Development

Use: Background information for planning efforts

Availability: Examination copy is available through the NIN Lending Library.

Producer or Distributor: NASDSE
1201 Sixteenth St., Northwest
Washington, DC 20036

Materials: M9020

Title: Educating Students in the Least Restrictive Environment: Series I - Characteristics and Assessment of Exceptional Learners, Kansas School of Ed., Dean's Grant, 1978.

Physical Description: 40 page soft cover, instructional guide. The first guide of a five part series.

Content Summary: Supplies basic information about exceptional and normal children, how they learn and how their performance may be assessed in the classroom. Topics include: theories of learning, development and instruction; observation techniques; informal and formal assessment procedures; and the development of instructional objectives. 178 pages of readings from two textbooks, one journal article and four films are cited as providing supplemental content necessary for completion of this instructional guide. These resources describe physical, cognitive, perceptual and socio-emotional development from infancy through adolescence. A basic course in psychology is considered a prerequisite for this module. This module can be completed in approximately 15 class hours.

Subject descriptors: Training Program

Use: Pre-service. Program can be used to develop on-site in-service training leading to the fulfillment of certificate requirements. Instructor needed.

Availability: Examination copy available in NIN Lending Library.

Producer or Distributor: Attn. Mrs. Hazel Pape
Kansas Union Bookstore
University of Kansas
Lawrence, Kansas 66045
(913) 864-4640

Materials: M9021

Title: Educating Students in the Least Restrictive Environment: Series II - Planning Instructional Management for Exceptional Children in Regular Classes, Kansas School of Ed., Dean's Grant, 1978.

Physical Description: 244 page soft cover, instructional guide. The second guide of a five part series.

Content Summary: Addresses the continuous instructional planning teachers must carry out to meet the needs of exceptional children in regular classrooms. Topics include: approaches for delivering Special Education Services; referral systems; development and use of the IEP; analyzing instructional tasks; selecting instructional activities for a student's strengths and weaknesses; individualizing instructional media and materials; organizing and planning for individual and group instruction; planning classroom layouts for exceptional learners. Four basic readings are cited as providing content necessary for completion of this instructional guide. Some familiarity with terminology associated with different types of exceptional children (LD/MR/ED) is necessary. Acquaintence with basic legislative and legal issues in special education is recommended.

Subject Descriptors: Training Program.

Use: Preservice; series can be used to develop on-site inservice training leading to the fulfillment of certificate requirements. Instructor needed.

Availability: Series II @ $4.90 is available through the distributor (below).

Producer or Distributor: Attn. Mrs. Hazel Pape
Kansas Union Bookstore
University of Kansas
Lawrence, Kansas 66045
(913) 864-4640

Materials: M9022

Title: Educating Students in the Least Restrictive Environment: Series III Instructional Management for Exceptional Children in Regular Classes, Kansas School of Education, Dean's Grant, 1978.

Physical description: 202 page soft cover, instructional guide. The third of a five part series.

Content Summary: Addresses the knowledge and skills considered essential for working directly in the regular classroom with exceptional children. Topics include: instructional planning for learner participation; verbal and nonverbal communication; questioning techniques; planning frequent success experiences; motivational techniques; classroom management; formative evaluation in the classroom; maintaining records of student progress; reporting student progress to parents as well as ancillary personnel. The module requires 4 to 6 hours of instructional time. Fifteen micro teaching activities are planned as part of the course requirement. Two required readings and one film are supplemental content resources.

Subject Descriptors: Training Program

Use: Preservice - Module requires contact with children in the classroom and it is recommended that these activities be used for the most part in methods classes or student teaching. Series can be used to structure/develop on-site inservice training leading to the fulfillment of certificate requirements. Instructor needed.

Availability: Series III @ $4.90 is available through the distributor (below).

Producer or Distributor: ATTN. Mrs. Hazel Pape
Kansas Union Bookstore
University of Kansas
Lawrence, Kansas 66045
(913) 864-4640

Materials: M9023

Title: Driver Education and Special Needs Students, by Cuphone, Elaine; Nober, Linda W.; and Pappalandro

Physical description: Thirteen page zeroxed handout

Content Summary: Describes and documents legislative changes (Highway Safety Act; Social and Rehabilitation Act; P.L.94-142) which have implications for developing Driver Education programs for handicapped students. Presents sample modules and suggests program modifications in order to meet the needs of visually impaired, learning disabled, hearing impaired, and physically handicapped students. Explains ways in which teams formulate IEPs, interdisciplinary cooperation, assessment techniques for necessary motor skills, and criterion referenced driver education instruction. A bibliography of resources is included.

Subject descriptors: Mainstreaming and the Law; Characteristics of Handicapping Conditions, Individual Education Management, Assessment/Evaluation; Secondary, Vocational, and Career Education

Use: To provide interested parties with a resource for secondary students.

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or distributor: Driver Education and Special Needs Students
Westfield State College
Westfield, Massachusetts

Materials: M9024

Title: School Psychologists Training in Non-discriminatory Assessment of Children who have Special Needs and Limited English-speaking Ability

Physical Description: Three page dittoed handout

Content Summary: Describes project goals, objectives and methods of a three year training project designed to provide psychologists with greater sensitivity and awareness of the needs of limited English speaking students. To enable psychologists to conduct non-discriminatory evaluations that are in keeping with P.L.94-142. Inservice Training Program consists of two integrated one semester graduate courses providing specific competencies which include:

1) knowledge of culture, values, language and customary behavior patterns of minority groups;
2) knowledge of basic school acculturation needs;
3) knowledge of different cognitive styles;
4) knowledge of standards for educational and psychological tests;
5) resources and methods for obtaining information;
6) application of methods and techniques toward the development of appropriate IEP's.

Instructional modules shall cover competencies listed. Activities include lectures, readings, case studies, observations, testing under supervision; critically viewing and reviewing films. Simulations and role-playing situations also to be utilized.

Subject Descriptors: Assessment/Evaluation; Mainstreaming and the Law; Attitudes; Program Planning and Design.

Use: Example of training program

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or distributor: (contact person) Diane Coulopoulos
Simmons College
300 the Fenway
Boston, Mass. 02115

Materials: M9025

Title: Pupil Evaluation Team Handbook, Maine SEA, July, 1978

Physical Description: 156 pages, 3 ring looseleaf notebook.

Content Summary: Provides guidelines for school district Pupil Evaluation Team (P.E.T) Processes. Divided into six chapters:

1) Chairing the P.E.T.
2) Screening
3) Referral
4) Evaluation
5) I.E.P.
6) Due Process

Each chapter is divided into the following sections:

1) QUESTIONS - representing the major questions of P.E.T. members regarding the P.E.T. Included are citations from August 1978 Special Education regulations.
2) SAMPLE FORMS - selected from various Maine school districts, C.E.C., and N.A.S.D.S.E.,
3) CHECKLIST - to evaluate present P.E.T. systems and plan remediation, and
4) RESOURCES - which give in-depth treatment of various issues and/or skills addressed in the Handbook.

Subject Descriptors: Staff Development and Coordination; School-Wide Planning, Individual Educational Management

Use: Can be used as a guideline to meet needs of district Pupil Evaluation Teams. By completing the checklist section of each chapter, a team can identify the strengths and weaknesses of the process and develop an action plan to remediate the weaknesses.

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Maggie Baum
Division of Special Education
Augusta, Maine 04333

Materials: M9026

Title: Plattsburgh Interdisciplinary Institute on Mainstreaming: Progress Report for Second Year (June 1977-May 1978)

Physical Description: 123 pages

Content Summary: Covers the second year of an interdisciplinary in-service training program for rural kindergarten and elementary school teachers to identify and deal with the needs of mainstreamed exceptional children. The project included an initial six week summer Institute conducted by an interdisciplinary team (Special Education, Psychology, Counselor Ed. and Outdoor Ed). Workshop format included lectures, group discussions, films, guest speakers, role playing, and observations. Project objectives were to increase trainees' effectiveness in the following areas: diagnosing special needs, interpersonal responsivity, group management techniques, prescriptive education, and curricular implementation. This report details the total evaluation of the second year's program and makes recommendations for the succeeding year. Appendices include Bibliography of Diagnostic Instruments; Participant assignments; Weekly schedules of participant activities, and Activities in outdoor education.

Subject Descriptors: Program Planning and Development

Use: Resource for program planning of inservice training

Availability: Examination copy available in NIN Lending Library.

Producer or Distributor: (contact person) Dr. William J. Penner
Coordinator
Special Education
SUNY College at Plattsburg
Plattsburg, N.Y. 12901

Materials: M9027

Title: North Kansas City School district School Reorganization Study, 1978-1979, DRAFT COPY

Content Summary: Contains rating forms (5=excellent/1=Poor) and comment sheets developed by the North Kansas City School District in order to assess programs currently being provided to the mentally retarded, behavior disordered, speech impaired or language delayed children, hearing impaired, home or hospital bound students, severely retarded students, visually handicapped, orthopedically handicapped, and learning disabled child. A section rating diagnostic services provided is also included. Each program provided to these handicapped students is analyzed (rated) according to organization of the program, instruction, curriculum being provided and facilities which house programs. The purpose of the handbook is to assess current programming and to design and implement organizational restructuring to better meet student needs.

Subject Descriptors: Program Planning and Development

Use: Assessment of current programs; Illustration of a needs assessment model; Provides opportunities for designing inservice; Provides descriptions of handicapping conditions as well as programming alternatives.

Availability: Examination copy is available through the NIN Lending Library

Producer or Distributor: Dr. Wm. Johnson
Department of Public Services
Division of Instruction
2000 NE 46th
Kansas City, MO 64116

Materials: M9028

Title: Generic Regular Ed. Inservice: I.P.O. Training Units

Physical Description: 81 pages

Content Summary: Includes I.P.O Training Units and checklists used in 2 year training program for Resource Room Teachers, Evaluation Team Leaders, and Generic Support Teachers (trainers and adjunct faculty members at Simmons College). Areas included are:

- I. First year:
  - (1.1) Competency Based Service Model and IEP,
  - (1.2) Writing Objectives,
  - (1.3) Observing and Measuring Behavior,
  - (1.4) Graphing,
  - (1.5) Principles of Applied Behavior Analysis,
  - (1.6) Research Design,
  - (1.7) Practicum - Service to Learners,
  - (1.8) Abstracting and Analyzing JABA Articles
  - (2.1) Developing Basic Competency Systems,
  - (2.2) Implementing Basic Competency Systems,
  - (3.1) Consultation,
  - (4.1) Descriptive Statements (behavioral and judgemental)
  - (4.2) Issues
  - (4.3) Service Summary
- II. Second year:
  - (1.9) Chairing an Evaluation Meeting (CORE),
  - (1.10) Service to Learners (CORE),
  - (3.2) Consultation with regular classroom teachers (CORE),
  - (3.3) Training regular classroom teachers to implement Basic Competency System (CORE),
  - (3.4) Training aides, parents, or peer tutors (for Evaluation Team Leaders)
  - (3.6) Monitoring School Building Generic Teachers
  - (4.4) Cognitive and Perceptual Development,
  - (4.5) Behavioral Disorders,
  - (4.6) Monthly Reporting System (CORE),
  - (4.7) Presentation to Teachers (for Resource Room Teachers)
  - (4.8) Parent Presentation (for Evaluation Team Leaders),
  - (4.9) Service Summaries (CORE),
  - (4.10) Materials Library (for Generic Support Teachers),
  - (4.11) Research Report (for Generic Support Teachers),
  - (5.1) Program Management (CORE),
  - (5.2) Formal presentation to committee (CORE),

Materials: M9028 Continued

(5.3) School Building Proposal (for Resource Room Teacher and Evaluation Team Leaders),
(5.4) District Proposal (for Generic Support Teachers).

Subject Descriptors: Training Program

Use: Resource for program planning and implementation of Special Education Inservice with regular education teachers

Availability: Examination copy can be obtained through the NIN Lending Library. Additional copies available from the address below.

Producer or Distributor: Betty Jane Lates, Simmons College
Department of Education
300 the Fenway
Boston, Massachusetts 02115
(617) 738-3152

Materials: M9029

Title: Cooperative Manpower Planning in Special Education: First Missouri Symposium, May 1976

Physical Description: 248 pages; soft-cover

Content Summary: Reports on a symposium intended to create a forum whereby ideas and concerns could be shared relative to cooperative manpower planning. Includes reports on several state projects and a literature review. Divided into nine sections:

1. North Carolina
2. Texas
3. Florida
4. Massachusetts
5. Kansas
6. Kentucky
7. Cooperative manpower planning, past, present, and future
8. Literature review
9. Appendices

Subject Descriptors: Program Planning and Development

Use: Provides information concerning approached to consider, components to utilize, and strategies to implement regarding statewide manpower planning.

Availability: Examination copy is available through the NIN Lending Library.

Producer or Distributor:
Richard C. Schofer, Director
Project on Cooperative Manpower Planning in Special Education
University of Missouri
Dept. of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M9030

Title: Cooperative Manpower Planning: Annotated Bibliography
by Schofer, Richard C. and McGough, Robert L., 1976

Physical Description: 114 pages; soft-cover

Content Summary: A by-product of a national survey which examined the state-of-the art relative to "Cooperative Manpower Planning for Special Education." Many of the annotated items are reprinted from a variety of bibliographical listings furnished by the U.S. Department of Labor, U.S. Department of Health, Education and Welfare, and the National ERIC Research Bank. Divided into the following sections:

1) Special education
2) Demand and supply of education personnel
3) Demand and supply of general professional personnel
4) Manpower planning technology
5) Manpower forecasting and projections (general)
6) Manpower planning policies and methods
7) manpower planning in the public sector
8) Manpower utilization
9) Handling manpower shortages (part-time, temporary, summer employees, military retirees, adjusted hours)
10) Handling manpower shortages (mobility and interchange)
11) Handling manpower shortages (controlling turnover)
12) Relocation, displacement, transfer, moving expenses, etc.
13) Job design - - job redesign
14) Skills inventory techniques

Subject Descriptors: Program Planning and Development

Use: To assist states in developing cooperative manpower plans

Availability: Contact producer (below). Examination copy available through NIN Lending Library.

Producer or Distributor: Richard C. Schofer, Director
Project on Cooperative Manpower Planning in Special Education
University of Missouri
Dept. of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M9031

Title: Manpower Planning for Special Education: Planning Model and Alternatives, by Schofer, Richard C. and McGough, Robert L., August 1977

Physical Description: 117 pages, soft-cover

Content Summary: A general guide to development and organizational structure of a committee, whose function is to identify, analyze, and resolve problems to meet state needs. Provides suggestions and alternatives which have been demonstrated by various statewide manpower planning committees to be both effective and reasonable in application.

Subject Descriptors: Program Planning and Development

Use: To assist states in development of statewide cooperative planning for special education.

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Richard C. Schofer, Director
Project on Cooperative Manpower Planning in Special Education
University of Missouri
Department of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M9032

Title: Statewide Cooperative Manpower Planning in Special Education: A Second Status Study, September 1978, by Schofer, Richard C. and Duncan, Janice R.

Physical Description: 278 pages; soft-cover

Content Summary: Reports an updated "state-of-the-art" study on implementation of Statewide Manpower planning systems. Reveals how states have responded to the "DPP/BEH Directive" for manpower planning in special education ("Cooperative Planning for Personnel Preparation, April, 1974"), as well as how P.L.94-142 has affected and/or enhanced their efforts.

Subject Descriptors: Program Planning and Development

Use: Provides information to assist states' seeking to develop, expand, or improve their manpower planning systems.

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Richard C. Schofer, Director
Project on Cooperative Manpower Planning in Special Education
University of Missouri
Department of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M9033

Title: Statewide Cooperative Manpower Planning in Special Education: A Status Study, by Schofer, R.C. and McGough, R.L., 1976

Physical Description: 252 pages, soft-cover

Content Summary: Documents the results of a nationwide investigation into the current progress and direction of manpower planning efforts in special education. The study utilized input from 208 college, university and state education agency respondents, to determine how, and to what extent, the states were reacting to the BEH Directive for manpower planning in special education. Includes recommendations based upon responses to the study's questionnaire.

Subject Descriptors: Program Planning and Development

Use: To assist states seeking to develop, expand, or improve their manpower planning systems.

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor:
Richard C. Schofer, Director
Project on Cooperative Manpower Planning in Special Education
University of Missouri
Department of Special Education
515 South 6th Street
Columbia, MO 65201

Materials: M9034

Title: Secondary Materials for the Educationally - Handicapped: An Illustrated and Annotated Bibliography of a Collection Available at the Curriculum Resource Center, Rhode Island College, Spring, 1977

Physical Description: 161 pages, spiral bound

Content Summary: Divided into 10 areas:
(1) Reading & Language Arts
(2) Learning Skills
(3) Mathematics and Consumer Ed.
(4) Science
(5) Social Studies
(6) Occupational and Vocational Ed.
(7) Adult Living
(8) Health, Safety, and Recreation
(9) Home Economics
(10) Miscellaneous

Listed alphabetically by publishers' names. Provides a representative sample of each item and: name of material, publisher, price estimate, description, and population for whom appropriate.

Subject Descriptors: Curriculum; Resource Directory; Secondary, Career and Vocational Education

Use: Annotated bibliography - for curriculum planning

Availability: Examination copy can be obtained through the NIN Lending Library. Additional copies are available from the the address below.

Producer or Distributor:
Judith DiMeo, Coordinator
Special Needs Staff Development Project
Curriculum Resources Center
Rhode Island College

Materials: M9035

Title: Ninos con impedementos leves que se integran al salon regular de clases

Physical Description: Booklet written in Spanish giving general information about handicapped children. Contains photos of children in different classroom activities.

Content Summary: Offers (1) simple and exact information concerning the mentally retarded, emotionally disturbed, and learning disabled; (2) major characteristics of handicapping conditions; (3) problems in social adjustment; (4) realistic expectations that parents should have for handicapped children; (5) proper behavioral management.

Subject Descriptors: Characteristics of Handicapping Conditions (parent orientation)

Use: Guide for parents

Availability:
Special Education Office Perea 205
College of Education
Catholic University of Puerto Rico
Station 6
Ponce, Puerto Rico 00731

Producer or Distributor:
Elementary Education Department
College of Education
Catholic University of Puerto Rico
Station 6
Ponce, Puerto Rico 00731

Materials: M9036

Title: Activities for Involvement: Inservice Ideas for Attitudinal Change and Involvement, 1978

Physical Description: 57 page booklet

Content Summary: Presents activities for workshop participant involvement aimed at creating positive attitudes towards children with special needs. Includes activities which simulate the reactions and feelings of special needs children when faced with difficult tasks, suggestions for awareness presentations, role-playing activities, sample transparencies, testimonials from individuals who have experienced labelling and resultant isolation, and a bibliography of books about exceptional children written for grades K-12.

Subject Descriptors: Mainstreaming/Law; Attitudes

Use: Activities, handouts and visuals for use by presenters in Awareness or Attitude Change workshops

Availability: Examination copy can be obtained through the NIN Lending Library. Additional copies available from the address below.

Producer or Distributor: Kent Gerlach, Director
Project P.R.E.P.
Augustana College
Sioux FRlls, S.D. 57102

Materials: M9037

Title: Conference Minutes, University of Connecticut, Technical Assistance Project, held in Arlington, Va., June, 1975

Physical Description: 55 page text of presentations

Content Summary: Includes the following presenters, affiliations, and topics: Joe Tice (California State Department of Ed.) - "Summary of past activities and results of project evaluation;" Robert Plotkin (Mental Health Law Project, Wash., DC) - "Placement practices and special ed. policies subjected to judicial review;" H. Rutherford Turnbull (Institute of Government, Univ. of No. Carolina) - "Presentation of a 'model' spec. ed. Law;" Clinton R. Owens - "Alabama state report"; James Marshall - "Kansas State report;" Howard Klebanoff (Education Committee, Connecticut Legislature) - "The function of legislative oversight in spec. ed. laws;" Dick Galloway (NASDSE) - "Senate and House Bills;" Martin LaVor (Ed. and Labor Committee of U.S. House of REpresentatives) - "Pending Legislation;" Senator Dale Bumpers - "Comments on Arkansas' experience with spec. ed. legislation;" Senator John F. Bearden, Jr. - "Arkansas state report;" Roy Wood (Arkansas State Director of Special Education) - "Arkansas state report;" Dr. Robert W. Vaughn - "A cost effectiveness - cost efficiency model;" Dr. Ed Martin (BEH) - "Cooperative state and federal programs for exceptional children; present and future priorities".

Subject Descriptors: Mainstreaming/Law

Use: Background reading

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: University of Connecticut

Materials: M9038

Title: ACADEMIC SKILL ACTIVITIES -- How volunteers can help the mildly handicapped child, 1978

Physical Description: File-folder size board game serves as cover for 26 pages (8 1/2 x 11") of volunteer-tested activities.

Content Summary: Suggests ways the volunteer can motivate children to learn through sorting activities, games, and the children's individual interests. Describes a universal board game and spinner, card and dice tricks, ways to use a calculator to learn number facts, how to make math fun, sequencing activities, how to adapt common games of childhood to drill math facts and apply spelling and phonics rules.

Subject Descriptors: Use of Resources; Teaching Techniques

Use: For teachers and volunteers who work with children in instructional programs.

Availability: $2.00 to NSVP members; $3.00 to non-members; Bulk rates available from distributor below.

Producer or Distributor: National School Voluteer Program, Inc.
300 North Washington Street
Alexandria, Virginia 22314

Materials: M9039

Title: VOLUNTEERS AND CHILDREN WITH SPECIAL NEEDS, 1978

Physical Description: 158 page resource manual in loose-leaf binder

Content Summary: Shows how volunteers can help mildly handicapped children in three specific programs:

- Kindergarten screening — how volunteers can help to identify possible physical or learning problems which might hinder a child's success at school — and how they provide follow-up activities in the child's area of need;

- Listener progarms — in which adults from the community become role models and friends of children who may have adjustment problems — children who are overly aggressive or shy, or coping with problems such as death or divorce;

- Academic skills — how volunteers give individual and small group help in reading, spelling and math — giving children more read-aloud time, more chances to respond, immediate confirmation of correct ansers, a variety of learning experiences, and the one-to-one relationship which can motivate the child to learn.

The manual includes many volunteer-tested activities and includes two handbooks for volunteers: "Effective Listening Skills" and "Handbook for Volunteers Who Help Children Learn."

Subject Descriptors: Use of Resources

Use: For use by volunteer coordinators, principals, special education teachers and administrators, and citizens' groups interested in helping handicapped children to learn.

Availability: $15.oo to members of the National School Volunteer Program; $25.00 to non-members; Bulk rates available from distributor below.

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington Street
Alexandria, Virginia 22314

Materials: M9040

Title: GUIDELINES FOR INVOLVING OLDER VOLUNTEERS, 1978

Physical Description: 40 page booklet, 7 x 8 1/2"

Content Summary: Summarizes the experiences of school volunteer programs in seven cities which received funds from the Edna McConnell Clark Foundation to pioneer in involving retirees and other older adults as school volunteers. Includes recruiting strategies and tips on where to recruit. Describes unique ways the experiences and skills of older adults are used, such as in helping with career education and as living historians for social studies classes. Discusses some special problems of older school volunteers, such as transportation, lunches, and liability insurance. Includes forms for needs assessment, interviewing and screening, as well as suggested topics to be covered in orientation.

Subject Descriptors: Use of Resources

Use: For use by volunteer coordinators, teachers, principals, directors of Retired School Volunteer Programs, and community groups who assist schools.

Availability: Examination copy can be obtained through the distributor (below). $2.00 to NSVP members; $3.00 to nonmembers; bulk rates available.

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington Street
Alexandria, Virginia 22314

Materials: M9041

Title: Mark and Amy: The Disturbing Children in Your Classroom, 1978

Physical Description: 32 page booklet

Content Summary: Describes the general characteristics of the "disturbing child." Provides identification and assessment processes and general guidelines for teaching and intervention. Includes lists of resources.

Subject Descriptors: Characteristics of Handicapping conditions; Teaching Techniques; Classroom Management; Assessment Techniques.

Use: Guide for regular classroom teachers

Availability: Contact producer (below)

Producer or Distributor: Gayle H. Gear
University of Alabama
Birmingham, Alabama 35233

Materials: M9042

Title: Billy: The Visually Impaired Child in Your Classroom, 1978

Physical Description: 27 page booklet

Content Summary: Describes: the characteristics of visually impaired children; the identification of visual problems; visual specialists and ways they can help; behavior patterns and suggested intervention techniques; and special equipment and resources.

Subject Description: Characteristics of Handicapping Conditions; Teaching Techniques; Assessment/Evaluation.

Use: Guide for regular classroom teachers

Availability: Contact producer (below)

Producer or Distributor: Gayle H. Gear
University of Alabama
Birmingham, Alabama 35233

Materials: M9043

Title: Randy: The Learning Disabled Child in Your Classroom, 1978.

Physical Description: 27 page booklet

Content Summary: Describes: characteristics of learning disabled children; procedures for educational assessment techniques; reading and math assessment; and intervention techniques. Recommends general teaching techniques and specific instructional programs.

Subject Descriptors: Characteristics of Handicapping Conditions; Teaching Techniques; Assessment/Evaluation.

Use: Guide for regular classroom teachers.

Availability: Contact producer (below)

Producer or Distributor: Gayle H. Gear
University of Alabama
Birmingham, Alabama 35233

Materials: M9044

Title: Matt: The Mentally Retarded Child in Your Classroom, 1978

Physical Description: 35 page booklet

Content Summary: Describes the characteristics of mentally retarded children; assessment procedures; aspects of a personalized curriculum, and suggestions for teaching techniques. Includes lists of resources.

Subject Descriptors: Characteristics of Handicapping Conditions; Teaching Techniques; Assessment/Evaluation

Use: Guide for regular classroom teachers.

Availability: Contact producer (below)

Producer or Distributor: Gayle H. Gear
University of Alabama
Birmingham, Alabama 35233

Materials: M9045

Title: Planned Positive Peer Interaction: Teachers' Manual - UCLA Project 3PI - Working draft, 1979

Physical Description: 76 page, bound, soft cover manual

Content Summary: Organized into two basic parts: a narrative of information basic to planned positive peer interaction and specific activities, with suggested grade level and number of participants, developed by the project. Includes some answers to the following questions: What do we know about why children like or dislike each other? What can teachers do to promote positive peer interaction? How can grouping contribute to increased positive peer interaction? How can we identify children with problems in peer interaction?

Subject Descriptors: Mainstreaming and the Law; Attitudes; Classroom Management; Communication

Use: To help the classroom teacher plan positive peer interactions. (The purpose of the 3PI Project is to develop a set of instructional considerations and curricular activities that will facilitate the increased acceptance of any low-accepted child in general and of integrated exceptional children in particular.)

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor:
Dr. Frank Hewitt
UCLA, Graduate School of Education
405 Hilgard Avenue
Los Angeles, CA 90024

Materials: M9046

Title: Inservice Training Modules Matched to Personnel Development Profile, 1979

Physical Description: 33 pages

Content Summary: Lists inservice training materials which are reviewed and categorized by competency, area, and level. The competnecy category includes the following:

1. Student Characteristics
2. Informal Assessment
3. Formal Assessment
4. Goals and Objectives
5. Monitoring Progress
6. Implementing Individualized Programs
7. Using Alternate Curriculum, Etc.
8. Adapt, Develop Curriculum, Etc.
9. Independent Learning Skills
10. Preparing For Mainstreaming
11. Grouping and Classroom Management
12. Behavior Management
13. Adapting Classroom Environment
14. Using Human Resources and Support Staff
15. Communication Skills
16. Understanding "Handicap"
17. Understanding Laws
18. Role of School Team
19. Instructional and Placement Alternatives
20. Evaluating Programs
21. Inservice Facilitator Training

Areas include awareness, knowledge, and skills. Levels include preschool, primary, intermediate, junior high, and senior high. In addition, each set of materials is categorized according to audience, grade, format, tests, and time.

Subject Descriptors: Resource Directory

Use: For use by trainers looking for materials appropriate for field based delivery of inservice.

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Lawrence M. Stolurow, ASPD Project
Oakdale Campus, N344 OH
Oakdale, Iowa 52319
(319) 353-6727

Materials: M9047

Title: Inservice Training for School Staff Memebers Working with Mainstreamed Students - Final Project Report, Aug., 1978

Physical Description: 200+ pages

Content Summary: Includes Chronology of Project Accomplishments, Attainment of Project Objectives, Project Impact and Recommendations, and Appendices (Objectives of Inservice project for mainstreaming; School Mainstreaming Program Plans: Supplementary Education Inservice Course Descriptions; Inservice course proposals on Issues in Mainstreaming and IEPs; Preliminary listing of Priority Inservice training materials: Script of slide-tape program; Promoting Reintegration of Special Students into the Regular classroom Through Teams, and Games; Teachers Association Resolution on Mainstreaming; Inservice Lab for Mainstreaming Inventory of materials; Professional Development and Educational Improvement: Recommendations for Continuum Education regarding Mainstreaming; Responsibilities of School Inservice Coordinator for Mainstreaming, and School Inservice for Mainstreaming Committees; IEP forms; and Competency-Based Requirements for Supplementary Education Inservice Course).

Subject Descriptors: Training program

Use: Resource for program planning of inservice for regular classroom personnel

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Dr. Stanley Fagen
Montgomery County Public Schools
Office of Continuum Education
850 Hungerford Drive
Rockville, Maryland 20850
(301) 279-3484

Materials: M9048

Title: Behavior Management: A Competency Based Manual for Inservice Training, Stanley A. Fagen and Jefferey M. Hill, @ 1977

Physical Description: 300 page soft cover inservice training manual.

Content Summary: Divided into 3 major topical areas (Prevention/Coping/Intervention) related to Behavior Management. Breaks down each area to provide 6 specific modules of instruction which concentrate on a specific sub competency to be taught: PREVENTION -- Module #1 Establishing Behavior Values, Standards and Limits, #2 The Operant Strategy as one of Three Educational Approaches, #3 Strategies for REinforcing Behavior Value; COPING -- #4 Teaching acceptance of and coping with Frustration; INTERVENTION -- #5 Surface Management TEchniques for Intervening in Disruptive School Behavior; #6 Life Space Interviewing.

Subject Descriptors: Classroom Management

Use: For public school teachers; one of a three part "Inservice Training for Mainstreaming" series.

Modules vary in length from 1-5 sessions. Two instructors needed; implementation plan included: Each module has a cover page which gives the main competency area, components of the module, an overview and what the instructor is expected to provide participants. The primary audience is intended to be public school teachers.

Availability: Examination copy can be obtained through the NIN Lending Library. Additional copies available from the address below.

Producer or Distributor: Psychoeducational Resources Inc.
P.O. Box 306
Burtonsville, Md. 20730
(301) 384-4197
(301) 972-8991

Materials: M9049

Title: Building a Success Base for Inservice Training for Mainstreaming, Stanley A. Fagen, 1979

Physical Description: 14 pages

Brief Description: Focuses on the need to build a base for promoting effective inservice training for mainstreaming. Presents a variety of strategies to meet this need. Considers three significant discrepancies:

1) Perceived need for inservice by educators and policymakers v. limited funding available
2) Perceived need for inservice for mainstreaming v. competing community priorities
3) Stated need for inservice v. natural obstacles presented by staff "Learners".

Subject Descriptors: Mainstreaming and the Law

Use: Background and "issues" related information

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Dr. Stanley A. Fagen
Staff Development Consultant
Montgomery County Public Schools
Rockville, Maryland 20850
(301) 279-3484

Materials: M9049

Title: Building A Success Base for In-Service Training for Mainstreaming, Stanley A. Fagen, 1979

Physical Desdription: 14 pages

Contact Summary: Presented at a panel entitled "The Impact of P.L.94-142 on In-service Training," Dean's Network conference, Univ. of Wisc., 11/12-14/78. Focuses on the need to build a base for promoting effective in-service training for mainstreaming. Presents a variety of strategies to meet this need. Considers three significant discrepancies: (1) Perceived need for in-service by educators and policy-makers v. limited funding available; (2) Perceived need for in-service for mainstreaming v. competing community priorities; (3) Stated need for in-service v. natural obstacles presented by staff "Learners".

Subject Descriptors: Mainstreaming/Law

Use: Background and "issues" related information

Availability: Examination copy in NIN lending Library.

Producer or Distributor: Dr. Stanley A. Fagen
Staff Development consultant
Montgomery County Public Schools
Rockville, Maryland 20850
(301) 279-3484

Materials: M9050

Title: Individual and Group Counseling: A Competency Based Manual for Inservice Training, Stanley A. Fagen/Leonard J. Guedalia, © 1977

Physical Description: 238 page soft cover inservice training manual

Content Summary: Divided into six specific modules of instruction concentrating on specific sub-competencies to be taught:

#1 Introduction to Counseling and Helping
#2 Comprehending and Clarifying Individual Communications
#3 Respect and Empathy Training
#4 Self-Acceptance: "I Message"
#5 Life Space Analysis and Working Toward Resolution
#6 Planning for Group Counseling.

Includes a cover page for each module which gives the main competency area and components of the module, an overview of what the instructor is expected to provide participants as well as a detailed implementation plan.

Subject Descriptors: Communication

Use: The primary audience is intended to be public school teachers. To be taught by two inservice instructors/approximately 20 participants.

One of a three part "Inservice for Mainstreaming" series. This manual is an outgrowth of the Mark Twain Teacher Internship Program, Montgomery Public Schools, MD (see Organizational Manual for a Public School-Based Teacher Internship Model: Stanley M. Fagen). Material has been field tested.

Availability: Copies are available from the distributor (below).

Producer or Distributor: Psychoeducational Resources, INC.
P.O. Box 306
Burtonsville, MD 20730
(301) 384-4197
(301) 972-8991

Materials: M9051

Title: Organizational Manual for a Public School-Based Teacher Internship Model (in Supplementary Education), Stanley Fagen, 1977

Physical Description: 308 page soft-cover organizational manual

Content Summary: Describes, in relationship to Montgomery County Public Schools and the Mark Twain Teacher Internship Program, "dissemination-training for a public school based teacher internship model". Arranged in three sections:

Section I - The need for and attributes of the school based teacher internship model.

Section II - Information describing one year's program implementation including goals; curriculum; inservice courses; practicum experiences; elective projects; orientation to community resources; recruitment and evaluation.

Section III - Contains the proceedings, results and conclusions of a regional conference to consider the application of this model to other public school settings..

(Chosen as an exemplary manpower program as part of a dissemination project sponsored jointly by the National Institute of Education and BEH)

Subject Descriptors: Program Planning and Development

Use: Designed for university, state and local educational leaders interested in organizing an intensive school-based training program to prepare or redeploy regular educators for service in special education.

As an example of cooperative university, state and local educational planning.

As a resource guide to teacher competencies needed to meet the needs of handicapped children in regular classrooms.

As an example of program plans, implementation and ongoing evaluation.

Materials: M9051 Continued

Availability: Copies available from the distributor (below).

Producer or Distributor: Stanley A. Fagen, Supervisor of Professional Development
Charles M. Bernado, Superintendent of Schools
Montgomery County Public Schools
Board of Education Montgomery County
Rockville, Maryland

Materials: M9052

Title: Resource Center Inventory, September, 1978

Physical Description: 85 page booklet of materials listed by title and author.

Content Summary: Provides an inventory of materials housed in the Region VIII Resource Access Project Center as of September, 1978. Contains materials and information in areas of Assessment, Bibliographies and Directories, Catalogs, Curriculum, Handicapping Conditions, Learning Materials, Legislation/Legal, Parents, Research, and Staff Development.

Subject Descriptors: Resource Directory

Use: To assist Head Start grantees with resources to facilitate mainstreaming handicapped children in their program.

Availability: Examination copy can be obtained through the NIN Lending Library. Additional copies from the address below.

Producer or Distributor: Diana Neel Pefley, Project Director
Mile High Consortium
Hampden East I, Room 411
8000 East Girard
Denver, Colorado 80231

Materials: M9053

Title: Inservice Training Modules to Prepare School Personnel to Provide Effective Learning Environments for Learners in Vocational Education, 1978

Physical Description: 31 modules have been developed

Content Summary: Covers the following content areas: awareness of exceptionalities, diagnosis and evaluation of individual differences, methods and materials for working with special needs students in the regular classroom, classroom management and organization for working with students in the regular classroom, and use of resources. Presents for each module:

1) Title
2) Objective
3) Time required for presentation
4) Optional group size
5) Equipment needed
6) Materials to be duplicated
7) Packet contents (includes transparencies and handouts)
8) Resources and references
9) Directions for presentation

Subject Descriptors: Secondary, Career, and Vocational Education; Training Program

Use: For use by inservice trainers in secondary, vocational education.

Availability: 2 sample "examination" modules can be obtained through the NIN Lending Library. Additional copies available from the producer (below).

Producer or Distributor: Madge Regan, L.D. Institute
University of Kansas, Medical Center
39th and Rainbow
CRU/UAF #103
Lawrence, Kansas 66045

Materials: M9054

Title: A PROFESSIONAL DEVELOPMENT Center for Training Regular Classroom Teachers to Individualize Instruction for Mildly Handicapped Students

Physical Description: Ten instructional modules correlated with multi-media presentations.

Content Summary: Designed as a five day training cycle during which consultants model the management systems utilized in individualized instruction (large group instruction, timed scheduling through centers, individualized prescriptions and independent study). Provides for consultants to work with each participant in his/her classroom to implement a program unique to his/her teaching situation.

Subject Descriptors: Mainstreaming/Law; Training Program Individual Educational Management; Classroom Management

Use: Inservice training

Availability: Revisions are being made - Ready for limited distribution through the NIN Lending Library.

Producer or Distributor: Rose Carroll
Special Education Component
Education Service Center
Region 20
1550 N.E. Loop 410
San Antonio, Texas 78209

Materials: M9055

Title: "Project Share: Prototype Model for Mainstreaming Training of Regular Educators," Pyle, Wayne; Mackay, Louise; Corry, Nancy; Holmes, Lois; Otey, Betty; Schipani, Susan; 1978

Physical Description: An 8 page description of the inservice model (handout)

Content Summary: Describes an inservice model (Project Share) that provides for 3 weeks of intensive training during the summer and outlines follow-up activities during the following year. Presents the basic components and objectives of the summer institute: P.L.94-142: Special and General Educators working together; Characteristics of Successful "Mainstreamed Schools"; Adapting Regular Classrooms for Exceptional Children; Program Assessment and Academic Programming for Exceptional Students in Mainstreaming; Behavior Management Principles for Mainstreaming Teaching; and the Ecological Model.

Subject Descriptors: Program Planning and Development; School-Wide Planning, Staff Development and Coordination; Training Program

Use: This handout can be used to organize inservice training workshops as well as provide sample objectives to be included in training.

Availability: Six examination copies can be obtained through the NIN Lending Library. Additional copies available from the address below. Modules to be developed. Actual modules of the components described above are available through the distributor below.

Producer and Distributor:
Wayne Pyle, Project Administrator
Metropolitan Nashville-Davidson Co. Schools
2601 Bransford Avenue
Nashville, Tennessee 37204
(615) 259-5826

Materials: M9056

Title: "Innovative and Technical Training in the Utilization of the Arts with Handicapped Children and Youths"

Physical Description: Three typed handouts: 1) a 6 page handout describes course offerings, 2) 6 evaluation instruments, and 3) a 31 page program description

Content Summary: Describes the Arts with Handicapped Children and Youth Program offered at Salem College which teaches the importance that art, dance, drama, heritage arts, industrial arts and music have for special populations. Includes descriptions of practical experiences available to students to enable them to work with handicapped students in recreational settings; an example of an attitude scale for evaluating program implementation; a description of an internship manual for implementing arts with the handicapped.

Subject Descriptors: Program Planning and Development

Use: Background information and for program planners/designers -- an exemplar. Handouts should be distributed as a package for clarity.

Availability: An examination copy of each handout can be obtained through the NIN Lending Library. Additional information and copies available from the address below.

Producer or distributor: Thomas G. Stoffregen
Arts with the Handicapped Program
Salem College
Salem, West Virginia 26426

Materials: M9057

Title: An Inservice Training Model for Special and Regular Educators Involved in Mainstreaming the Mildly Handicapped, Cohen, Sandra and Plaskon, Stephen B., 1978

Physical Description: An 18 page article

Content Summary: Describes an inservice training model to prepare regular educators, special educators, and building administrators for their new roles in implementing P.L.94-142 - specifically as these roles relate to mildly handicapped students. Details the development and implementation of both a summer institute and on-site follow-up which will enable participants to 1) deal with mildly handicapped students 2) develop and implement I.E.P.'s 3) establish intervention programs 4) communicate student needs and instructional strategies 5) adjust to and accept their new professional roles and responsibilities.

Subject Descriptors: School-wide Planning, Staff Development and Coordination; Program Planning and Development

Use: This article can be used to develop a comprehensive program. The model described is detailed and can be adapted to fit any school district's needs for developing inservice training. Model can be used as a basis for grant development.

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Sandra B. Cohen and Stephen B. Plaskon
Department of Curriculum and Instruction
Ruffner Hall - UVA
405 Emmet Street
Charlotsville, VA 22903

Materials: M9058

Title: Inservice - A Luxury or a Necessity - New Jersey Conference Proceedings, 6/12/78

Physical Description: 38 pages, soft-cover

Content Summary: Presents the text of the keynote presentation "The Process of Change and the Role of Inservice Education" by Richard and Ruth Arends. Includes ten reaction papers from a wide range of perspectives (i.e., school board, state department, superintendent, higher education, school teacher). Also includes evaluations and results of small group discussions aimed at the identification of problems/solutions in inservice and development of informal agreements for action among participants.

Subject Descriptors: Mainstreaming and the Law

Use: As general information on mainstreaming, or to assist in planning a similar conference

Availability: Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Mainstream Inservice Project Director
William K. Friedel
New Jersey Department of Education
New Jersey

Materials: M9059

Title: Designing a Problem-Focused Needs Assessment by Kuh, G., Hutson, H., Orbaugh, T., Byers, K., 1978

Physical Description: 135 page, soft-cover handbook

Content Summary: Defines "needs." Discusses rationale for and complexities involved in conducting needs assessment. Provides practical considerations for educational planners conducting needs assessment. Divided into topical areas: Typology of Needs; Common Errors in Needs Assessment; Guiding Principles for Effective Needs Assessment; Practical Considerations for Problem Identification; and Practical Considerations for Planning Needs Assessment. Appendices include Observation Instruments; Questionnaires/Surveys/Inventories; Sample Interview; Assessment of Training Needs of Administrators; Decision-Support System; Mann Self-Assessment Competency Inventory.

Subject Descriptors: Program Planning and Design

Use: As a handbook for conducting Assessment in order to design inservice training efforts.

Availability: Without charge to Project Directors: at $4.00 to agencies or persons not currently operating a BEH funded regular education inservice project.

Producer or Distributor: National Inservice Network (NIN)
Indiana University
2853 East Tenth Street
Cottage L
Bloomington, Indiana 47401

Materials: M0060

Title: Synergy Sourcebook, 1978

Physical Description: A durable, 3-ring binder which contains dividers for notes and the following basic manuals:

I SYNERGY - THROUGH CLIENT REFERENCED EVALUATION, K. Beery (60pp)
II SYNERGY - LEADERSHIP DEVELOPMENT HANDBOOK, A. Brokes (60pp)
III SYNERGY - STAFF, PARENT and STUDENT DEVELOPMENT HANDBOOK, J. Vernard (128pp)

Content Summary: I Details the rationale and steps for implementing the processes; II details how principal growth groups are formed and conducted; III details major ways to stimulate growth toward each of the following basic educational goals: respect for others; self-esteem; learning; work; environment; thinking; communication; science; socioeconomics; health; arts.

Subject Descriptors: Attitudes; Use of Resources; Individual Educational Management; Teaching Techniques; Assessment/Evaluation; Communication

Use: For inservice training; Designing organizational change; Insuring parent, student, community feedback

Availability: Examination copy can be obtained through the NIN Lending Library. Cost @ $18.50 from producer (below).

Producer or Distributor: Synergy Resource Materials
Academic Therapy Publications
20 Commercial Blvd.
Novato, California 94947

Materials: M9061

Title: Synergy filmstrip and tape, 1978

Physical Description: A 60 frame, 20 minute sound-filmstrip

Content Summary: Describes the Synergy process, in which students, parents, and educators work together to identify, accomplish and measure agreed upon goals for students. Details the workings of the synergy process, and reports on implementation and outcomes.

Subject Descriptors: School-wide Planning, Staff Development and Coordination; Communications; and Program Planning and Development.

Use: As an introduction to the Synergy process in schools. For more in-depth sources, see Synergy Sourcebook (also abstracted).

Availability: Examination copy can be obtained through the Producer (below). COST - $20.00

Producer or Distributor: Synergy Resource Materials
Academic Therapy Publications
20 Commercial Blvd.
Novato, California 94947

Materials: M9062

Title: BEHAVIOR MANAGEMENT STRATEGIES for CLASSROOM APPLICATION: AN INSERVICE TRAINING MANUAL for REGULAR CLASSROOM TEACHERS, Barbara Larrivee

Physical Description: 106 page training manual in a plastic three-ring binder, containing an instructors' guide, participant handouts, and take home sheets for students or parents. An additional packet of all handouts is included as an appendix.

Content Summary: Organized into 3 basic components: delivery system guide (lesson plan), instructor's materials (resource articles and additional information) and participant's manual. Acquaints teachers with general strategies and specific techniques appropriate for managing students who pose behavior problems in the classroom. Covers: identifying and prioritizing problem behaviors; basic principles of reinforcement; types and schedules of reinforcement; selecting appropriate reinforcers; describing, measuring and recording behavior; and developing programs for positive change. Features the following types of instructional formats: lecturette; filmstrip presentation (order separately); simulation activity; game; task sheet; case study; and structured problem solving.

Subject Descriptors: Training Program

Use: Designed for regular classroom teachers; part of a total inservice effort to accommodate children with special needs in the regular classroom.

Availability: Examination copy available through the NIN Lending Library. Additional copies can be obtained from the address below.

Producer or distributor: Barbara Larrivee, Assist. Professor of Special Education
Teacher Training Series for Mainstreaming
Department of Special Education
Rhode Island College
Providence, Rhode Island

Materials: M9063

Title: "Workshop in Current Issues in Education,"
California State University, Chico

Physical Description: Five 8 1/2 by 11" soft-covered booklets organized into three separate modules (see Abstract) that deal with Legislation (Booklet #1-30pp); Educational Assessment (Booklet #2-84pp) and Techniques in Mainstreaming and IEP (Booklet #3-63pp, Booklet #4-39pp; Booklet #5-64pp). Training materials can be removed for handouts or overheads.

Content Summary: Each module contains 1) course/workshop overview of contents to be covered* 2) a suggested schedule for the workshop (time and activity) 3) readings on topical areas covered 4) activities to teach (reinforce) topical contents** 5) resource lists of materials that relate to the topic; and 6) a selected bibliography of outside readings. Covers the following topics: Booklet #1 -- Orientation to Current Legislation and Mainstreaming, Overview of P.L.94-142, Characteristics of Handicapping Conditions; Booklet #2 -- Educational Assessment; Diagnostic Tools for Assessment, Techniques for Preparing Learning Profiles, Classroom Applications of Diagnostic Testing; (This booklet includes sample test forms as well as ordering information); Booklet #3 -- Preparing IEP's, Behavior Management Techniques; Booklet #4 -- Career Education; Booklet #5 -- Psychomotor Assessment and Training.

Subject Descriptors: Training Programs

Use: For inservice training

Availability: Two examination copies of each booklet are available through the NIN Lending Library.

Additional copies available through the producer (below).

Producer or Distributor: Judy Basta-Bislain, Project Manager Trainer
California State University, Chico
Department of Education
1st and Normal Street
Chico, California 95929

*Including a list of participant competencies
**Including handouts that can also be used to make overheads

Materials: M9064

Title: "Inservice Workshops for Elementary Teachers in the Regular Classroom: A Series of Manuals and Participant Guides"

Physical Description: A series of 7 handbooks; typed copies

Content Summary: Covers: (1) SPECIAL PEOPLE: Major facets of P.L.94-142 (2) Listening and Auditory Perception/The Receptive Skills; (3) Visual-Motor Perception/Handwriting Skills; (4) Management of Behavior; (5) Meeting Learning Needs of Handicapped Children via A Subject Matter Emphasis; (6) Guide to Finding Appropriate Instructional Materials in Existing Retrieval Systems. Each handbook contains a set of workshop objectives; pre and post test measures; workshop outlines including time sequence; content to be covered; activities designed to teach (reinforce) content plus a reference and resource listing.

Subject Descriptors: Training Program

Use: Material is designed to assist regular classroom teachers in meeting the needs of integrated (mainstreamed) handicapped children.

Availability: Examination copy can be obtained through the NIN Lending Library. Contact producer (below) for purchase.

Producer or Distributor: Beverly Hounsell -or- Thomas Bainer
Manchester Community College
Community Services Division
P.O. Box 1046 M.S. 11
Manchester, Connecticut 06040

Materials: M9065

Title: "Proposal for Institute: To Prepare Teachers of the Severely Emotionally Disturbed", Eloise H. Jones, 1978

Physical Description: A 38 page paper describing a competency-based summer institute; a 47 page Daily Instructional Plan detailing the workshop implementation

Content Summary: Describes a competency-based, five week summer institute designed to retrain (20) special education teachers already in the field or to enable regular classroom teachers to obtain certification to work with severely emotionally disturbed children. Covers 7 clusters, each with specific competencies to be achieved within the scope of the institute and subsequent practicum:

- #1 Orientation to the Role of the Teacher of the Severely Emotionally Disturbed
- #2 Correlates of Learning Disorders in the Severely Emotionally Disturbed: Conditions within the Learner
- #3 Correlates of Learning Disorders in the Severely Emotionally Disturbed: Conditions outside the Learner
- #4 Assessment of Educational Needs of the Severely Emotionally Disturbed
- #5 Design of Individualized Educational Intervention for the Severely Emotionally Disturbed
- #6 Implementation of the Educational Intervention for the Severely Emotionally Disturbed Learner
- #7 Evaluation of the Educational Intervention for the Severely Emotionally Disturbed Learner.

Details, in the Daily Instructional Plan, each specific competency plus accompanying activities, materials/staff, and the evaluation plan.

Subject Descriptors: Program Planning and Development

Use: For program planners -- an exemplar

Availability: Examination copy can be obtained through the NIN Lending Library. For additional copies, contact the producer below.

Producer or Distributor: Eloise H. Jones
Arkansas Department of Education
Special Education Section/Special Services Unit
1515 Building Room 409, W. 7th Street
Little Rock, Arkansas 72201

Materials: M9066

Title: "Regular Education Inservice Training Center for Regular Educators, Special Educators and Administrators in Educating Severely Handicapped Children:

Physical Description: A 1 page project description

Content Summary: Describes the inservice training and practicum experience provided to educators and administrators of Harris County, Texas who desire to serve severely handicapped students in their home school district, pursuant to P.L.94-142. Competency Areas described are: Cognition, Motor Development, Language Development, Self Help Skills and Social and Emotional Growth. Training includes hands on practicum with demonstration teachers. Follow-up on site visitation and consultation included. One and one-half days of the five day inservice training have been planned for administrators.

Subject Descriptors: Program Planning and Development

Use: Background reading

Availability: One copy of description available in NIN Library. Additional information on program sequence, target audience, inservice content and materials to be utilized available through the address below. Training materials availalbe through June 1978.

Producer or Distributor: Dr. Beverly Jones
Miss Marlene Miker
Sue Sheraton
Harris Co Department of Education
(Psychological Services)
6515 Irving Boulevard
Houston, Texas 77022

Materials: M9067

Title: "Problem Solving in the Classroom: a Handbook for Teachers," Johnathan Clark, Teresa Davis, Pierre Johannet, Stephanie Johnson, @ 1977

Physical Description: A 32 page soft-cover handbook

Content Summary: Provides teachers and administrators with a description of a problem-solving method which focuses on gathering and reviewing information about what is occurring in order to take appropriate action. Covers the following topics:

1) What is a Problem
2) What is an Observational Model
3) Defining the Problem
4) Collecting Data through Observation
5) Drawing Inferences from Raw Data
6) Testing an Inference
7) Designing and Implementing Strategies
8) Evaluation of Strategies
9) Function of the Observational Model
10) Steps of the Observational Model.

Also includes a course outline for utilizing the content taught to specific audiences (teachers, inservice workshop, parent workshop).

Subject Descriptors: Assessment/Evaluation of Students; Individual Education Management

Use: Program planning and development; Schoolwide planning, staff development and coordination

Availability: Examination copy can be obtained through the NIN Lending Library. Additional copies available from the address below.

Producer or Distributor: Johnathan Clark
School of Education
Department of Special Education
765 Commonwealth Avenue, Boston University
Boston, Massachusetts 02215

Materials: M9068

Title: "Talking With Teachers: A Problem Solving Handbook for Parents", Johnathan Clark, Teresa Davis, Pierre Johannet, Stephanie Johnson, @ 1978

Physcial Description: A 31 page soft cover handbook

Content Summary: Designed to help parents communicate with teachers about the problems their children may be experiencing in school. Instructs parents in the importance of collecting information as well as exchanging facts during the initial phases of working with the teacher. Includes techniques on 1)Collecting Accurate Information through Observation, 2) Making Observations at Home, 3) Approaching the Teacher, 4) Parents as Resources to the School. Also includes examples designed to teach (reinforce) content.

Subject Descriptors: Communication

Use: For parent training

Availability: Examination copy available through the NIN Lending Library. Additonal copies available through the address below.

Producer or Distributor: Johnathan Clark
School of Education
Department of Special Education
765 Commonwealth Avenue, Boston University
Boston, Mass. 02215

Materials: M9069

Title: Toward a National Inservice Network Training School Personnel Working With Handicapped Children, by McCaffrey, M., Burrello, L., Strout, T., and Cline, D., 1979.

Physical Description: 28 page soft cover booklet

Content Summary: Opens with a letter from BEH Advocates for Regular Education Inservice, James Siantz and Edward Moore. Reviews federal legislation and regulations and the DPP position on inservice. Identifies priority areas and personnel groups for inservice training based on a 1977-78 CEC study. Describes 1978-79 CEC Follow-up Study. Introduces the goals of the National Inservice Network and reports on progress made. Summarizes data on 108 regular education inservice projects across the nation. Reports on NIN support/peer sharing, coordination with other consortiums and networks, and the NIN National Advisory Board and Task Force activities. Concludes with 5 sample regular education inservice project descriptions to illustrate the range of projects in the Network.

Subject Descriptors: Program Planning and Development

Use: Contains information and data relating to the inservice training effort, priorities, and progress being made. Useful for SEA, LEA, IHE and other organizational planning efforts.

Availability: At no charge to project directors; at $2.50 to agencies and individuals not currently operating a BEH funded regular education inservice project. Contact Distributor (below).

Producer or distributor: National Inservice Network
Indiana University
2853 East 10th Street, Cottage L
Bloomington, Indiana 47405
(812) 337-2734

Materials: M9070

Title: "The TREK Process: At [illegible]e Building Level", Dianne Berreth Warrick, 1979, Draft

Physical Description: 27 page working draft (description)

Content Summary: Describes Project TREK (Training Regular Educators with Exceptional Kids) - an inservice training program to assist building personnel in implementing accomodative instructional practices so that exceptional children can receive an appropriate education. Describes:
1) Promoting Change in Communities
2) Identifying Interest and Aptitudes and
3) Training Experiences.

Includes roles and responsibilities to be carried out in implementing the project.

Subject Descriptors: Program Planning

Use: For planners -- an exemplar

Availability: Examination copy can be obtained through the NIN Lending Library. Additional copies available through the address below.

Producer or Distributor: Dianne Berreth Warrick
220 NE Beech Street
Project TREK
Portland Public Schools
Portland, Oregon 97212

Materials: M9071

Title: School Volunteer Programs -- Everything you need to know to start or improve your program, 1978

Physical Description: 36 page illustrated booklet, 6" x 9"

Content Summary: Tells how to set up a volunteer program for an individual school or a school district. Lists steps to take before recruitment begins: determining needs; involving teachers and various community groups in planning; establishing goals and objectives; setting up a recording system; devising an organizational pattern; writing job descriptions; raising policy matters relating to volunteers, evaluation, and communication. Describes a wide range of activities carried out by volunteers of all ages — high school and college students, parents and grandparents, retirees and other older adults, business employees on released time. Discusses program management aspects: recruiting, orientation and training, screening and placement, orienting teachers to the needs of volunteers, maintaining volunteer morale, and funding sources for school volunteer programs. Includes forms from local school volunteer programs.

Subject Descriptors: Use of Resources; School-Wide Planning, Staff Development and Coordination

Use: To encourage schools and school districts to start or improve their volunteer programs.

Availability: Member price $2.00; $3.00 to non-members; bulk rates available from producer (below).

Producer or Distributor: National School Volunteer Program, Inc.
300 North Washington Street
Alexandria, Virginia 22314

Materials: M9072

Title: Inservice Best Practices: The Learnings of General Education Draft Copy - by Hutson, H., February 1979

Physical Description: 23 pages - Xeroxed paper

Content Summary: Reviews the Literature on best practices in inservice. Used a "meta-analysis" technique to draw inferences and integrate the research finding about inservice. Differentiates best practice statements according to three domains of inservice: procedural, substantive, and conceptual. (The procedural domain includes a discussion of control functions, support functions, and delivery functions. The substantive domain includes discussion of the content dimension and the process dimension. The conceptual domain includes discussion regarding appropriate models and integration issues.) Concludes with a listing of 15 best practices in inservice education.

Subject Descriptors: Program Planning and Development

Use: Background reading

Availability: Contact producer (below).

(This paper is to be part of a Chapter in a book to be published by Allyn and Bacon, by Burrello, L. and Kaye, N. (eds)).

Available at $2.50 to individuals and agencies not currently operating a BEH funded regular education inservice project.

Producer or Distributor: Leonard C. Burrello, Project Director
National Inservice Network (NIN)
Indiana University
2853 E. Tenth Street
Bloomington, Indiana 47405

Materials: M9073

Title: National Inservice Network: An Emerging Collaborative Effort Between General and Special Education - by Baker, K., 1979

Physical Description: 22 page, Xerox copy

Content Summary: Opens with a discussion of emerging problems, focusing on special and regular education roles and cooperative relationships and the need for inservice training. Presents the core principles and requirements of P.L. 94-142 with special attention paid to Comprehensive System of Personnel Development requirements. Describes the functions and activities of organizational components of the National Inservice Network as well as general goals and procedures. Discusses four development strategies: (a) the linkage approach, (b) temporary task forces, (c) diffusion, and (d) a planning/problem solving process. Includes a detailed description of the planning/problem solving process and its similarity to the IEP process is pointed out. Concludes with a discussion of the needs and problems of inservice training which must be addressed.

Subject Descriptors: Program Planning and Development

Use: Background reading

Availability: Contact producer (below). Available at $2.50 to individuals and agencies not currently operating a BEH funded regular education inservice program.

Producer or Distributor: Leonard C. Burrello, Project Director
National Inservice Network (NIN)
Indiana University
2853 E. Tenth Street
Bloomington, Indiana 47405

Materials: M9074

Title: Design/Evaluation of Inservice: Elements of Best Practices, by Orbaugh, T., Widger, L., and Byers, K., May, 1979 - Draft Copy

Physical Description: 10 page outline; Xerox copy

Content Summary: Presentes three phases of a design/evaluation process available to planners of inservice. List a set of best practice statements for planners of inservice to consider as they design programs or establish criteria for evaluating proposals and programs. Presents sample program analyses illustrating use of criteria to evaluate program strengths and weaknesses.

The materials and overall procedures are being incorporated into a process manual by the authors.

Subject Descriptors: Program Planning and Development

Use: Criteria for use in planning, analyzing or evaluating inservice programs or proposals

Availability: Contact producer (below)

Producer or Distributor: Leonard C. Burrello, Project Director
National Inservice Network (NIN)
Indiana University
2853 E. Tenth Street
Bloomington, Indiana 47405

Materials: M9075

Title: Station Model Inservice Teacher Education (SMITE)

Physical Description: A set of three modules for inservice education of teachers consisting of specific information, tasks to be accomplished, and a test.

Content Summary: Module I covers the following topics:
1) An explanation of P.L. 94-142 and its implications for all teachers
2) A description and analysis of the Cascade of Services and delivery systems for these serives
3) The doctrine of Least Restrictive Alternatives
4) A needs assessment to determine teacher preparedness for IEP training

Modules II covers the following topics:
1) The Child Study Team
2) Writing referrals
3) The IEP
4) Writing Behavioral Objectives

Module III covers the following topics:
1) Learning styles
2) Curriculum modification
3) Reading Level - worksheet revisions
4) Behavior Strategies and Techniques

Subject Descriptors: Training Program

Use: For self-paced instruction; each module can be completed by all teachers in a building during one trimester.

Availability: Contact the distributor (below)

Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: The Mainstream Project Director
Minnesota State Department of Education
Capital Square Bldg.
St. Paul, Minnesota 55101

Materials: M9076

Title: Body Awareness and Control Resource Book, Zeller, L.

Physical Description: Resource Book

Content Summary: Contains a 30 week series of group movement activities to teach body awareness and control, motor skills, developmental concepts, behavior control and adjustment. Also contains skill building packets designed to develop kinesthetic, sequence, and discrimination.

Subject Descriptors: Teaching Techniques; Early Childhood

Use: For classroom teachers

Availability: Contact distributor (below). Cost -- $7.00

Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Project ERIN
55 Chapel Street
Newton, Massachusetts 02160

Materials: M9077

Title: Visual Perceptual Motor Resource Book, Hainsworth, M. and Siegal, L.

Physical Description: Resource Book

Content Summary: Contains sequential skill building materials for developing visual attention, discrimination, perception, memory, association, gross and fine motor skills.

Subject Descriptors: Teaching Techniques; Early Childhood

Use: For classroom teachers

Availability: Contact distributor (below). Cost -- $7.00

Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Project ERIN
55 Chapel Street
Newton, Massachusetts 02160

Materials: M9078

Title: Language Resource Book, Hainsworth, M., and Siegal, L.

Physical Description: Resource Book

Content Summary: Consists of sequential skill building packets illustrating games and materials for developing auditory awareness and discrimination, language skills, long-term memory and articulation skills.

Subject Descriptors: Teaching Techniques, Early Childhood

Use: For classroom teachers

Availability: Contact distributor (below). Cost -- $7.00

Producer or Distributor: Project ERIN
55 Chapel Street
Newton, Massachusetts 02160

Materials: M9079

Title: Guide Book I - Increasing Classroom Participation Skills, Hainsworth, P., and Hainsworth, M.

Physical Description: Manual

Content Summary: Focuses on the 2-8 year old child's interaction with the physical, material, and social environment. Suggests specific techniques for observing and developing appropriate self organization and social skills.

Subject descriptors: Classroom Management, Early Childhood

Use: The first of a three part series designed to assist classroom teachers in dealing with young children who have special needs. (Guidebooks II and III are in the development stage).

Availability: Contact producer (below)

Guidebook $12.00.

Producer or Distributor: Early Recognition Intervention System
(Project ERIN)
Pawtucket, Rhode Island 02862

Materials: M9080

Title: Preschool Screening System, Hainsworth, P. and Hainsworth, M.

Physical Description: Manual

Content Summary: Contains a short individual survey of skill development in language, visual motor coordination, body awareness and control. Consists of a parent questionnaire, test materials, and a section that focuses on screening as a first step in an early recognition program. Norms have been developed for children 4-5 years of age. (A revision of the manual (1979) will include new items and norms for children age 2-4 and a combined group/ individual screening procedure designed to assess coping skills through an hour in-classroom procedure.)

Subject Descriptors: Assessment/Evaluation of Students; Early Childhood

Use: To assist in assessment and identification

Availability: Contact producer (below)
Manual $8.00
Record forms $10.00 per 100
Developmental Questionnaires 12.00 per 100

Producer or Distributor: Early Recognition Intervention
Systems (Project ERIN)
P.O. Box 1635
Pawtucket, Rhode Island 02862

Materials: M9081

Title: Evaluation and Interview Instruments

Physical Description: 16 page Xerox copy - evaluation instrument

Content Summary: Includes instruments for (1) an observer to assess the level of participation of participants, (2) conference presentors's evaluation; (3) evaluator's evaluation, (4) personal evaluation by participants, (5) on-site interview guide and (6) telephone interview guide.

Subject Descriptors: Program Planning and Development

Use: For evaluation of programs, presentations, small group sessions, site-visits, telephone interviews.

Availability: Contact producer (below)

Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Ms. Patricia P. Kells
Kansas State Department of Education
Special Education Administration
120 East 10th Street
Topeka, Kansas 66612

Materials: M9082

Title: A Comprehensive Program for Meeting the Needs of Secondary Students with Learning Disabilities, Laurie, Theresa E., 1979

Physical Description: 41 page zeroxed lecture

Brief abstract: Describes a comprehensive program for secondary students. Presents information and suggestions in the following format:

- I. Introduction
  - A. The learning disabled student and the secondary school
  - B. A comprehensive program for adolescents with learning disabilities
- II. Remediation of Basic Skills
  - A. Assessing the adolescent with learning disabilities
  - B. Motivating the hard to reach student
  - C. Guaranteeing successful learning experiences
  - D. Managing a group of students
- III. Maintenance in the Mainstream
  - A. Prerequisites to success with teachers
  - B. Beginning contact with teachers
  - C. Working with teachers
  - D. Helping students survive in the secondary school
- IV. Conclusion

Subject Descriptors: Secondary Career and Vocational Education; Program Planning and Development; Classroom Management; Communication

Use: Background reading for planning purposes and possible replication

Availability: Contact producer (below).

Producer or Distributor: Theresa E. Laurie
727 Learning Resource Development Center
3939 O'Hara Street
Pittsburgh, Pa 15261

Materials: M9083

Title: "Generic Teacher Training Program/An Inservice Training Model for Training Special and Regular Classroom Teachers"

Physical Description: A four page project description

Content Summary: Describes the Generic Inservice Training Program operated by Simmons College in cooperation with Boston Public Schools. Includes (1) teacher roles and recruitment (2) training sequence and competency skill areas (3) program evaluation and (4) dissemination activities. The Model described trains an individual (a generic resource room teacher, a generic core evaluation team leader, a generic support teacher) who can in turn train regular classroom teachers and support personnel to provide service to eligible handicapped learners.

Subject Descriptors: Program Planning and Development

Use: For program planners - an exemplar

Availability: Contact producer (below)

Producer or Distributor: B. L. Lates/Susan Garsoe Logan
Department of Education
Simmons College
300 The Fenway
Boston, Mass. 02115
(617) 738-3152

Materials: M9084

Title: "Inservice Training to Prepare School Personnel to Provide Effective Learning Environments for Learners in Vocational Education"

Physical Description: A four page project description

Content Summary: Describes a University of Kansas special project designed to develop an inservice training model that emphasizes a cooperative instructional team approach among local high school special education staffs and area vocational-technical school staffs. Includes (1) Philosophy of the Cooperative Training Effort, (2) Training Sequence of the project (The training sequence will develop competencies needed to provide vocational services to the handicapped learner.), (3) Evaluation Component and, (4) Dissemination Plan. Describes training modules which cover the following topics: Awareness Modules (9 topical headings) Diagnosis and Assessment (3 topical headings) Methods and Materials (13 topical headings) and Classroom Management and Organization (6 topical headings)

Subject Descriptors: Secondary, Career and Vocational Education; Program Planning

Use: For program planners - an exemplar

Availability: Contact producer (below)

Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Madelyn R. Regan
Department of Special Education
39th and Rainbow
CRU/UAF #103
University of Kansas
Kansas City, Kansas 66045
(913) 588-6374

Materials: M9085

Title: "Integrating Mildly Handicapped Students into the Regular Classroom: Introductory Principles and Strategies," Sylvia Galloway

Physical Description: 156 typed unbound pages; a working draft

Content Summary: Contains material to be utilized in training packets for regular classroom teachers enabling them to deal more effectively with integrated mildly handicapped students. Organized into four major content areas: (1) an introduction to major provisions of P.L. 94-142 as well as Arkansas Act 102 Handicapped Children's Act (24 pages), (2) Characteristics of handicapping conditions (36) pages), (3) Teacher made activities as resources for the handicapped, (4) a description of various tests and evaluation instruments including who should administer them, listings and publishers.

Subject Descriptors: Training program

Use: As an inservice training program

Availability: Contact producer (below)

Producer or Distributor: Sylvia Galloway
University of Arkansas at Fayetteville
College of Education - Sp. Ed.
105 Peabody Hall
Fayetteville, Arkansas 72701

Materials: M9086

Title: "Training Teachers for Special Learners in Regular Classrooms: An Inservice Project Report," James L. Sartin 1978

Physical Description: A 53 page typed project description/ evaluation report

Content Summary: Reports on the effectiveness of a project designed to train regular classroom teachers in the competencies considered to be pre-requisite to mainstreaming mildly handicapped children in regular classrooms. Describes the instruments used and examples of these instruments are included. U.N.N. attitude scale: The Semantic Differential and a project questionnaire measuring classroom performance change).

Subject Descriptors: Program Planning

Use: Background reading; for program planners - an exemplar

Availability: Contact producer (below)

Producer or Distributor: Dr. James Sartin, Professor of Education
Department of Education
University of North Alabama
Florence, Alabama 35630
(205) 766-4100 EXT. 264

Materials: M9087

Title: Individualized Educational Programming for Mainstreamed Secondary Students with Learning Disabilities, by Silverman, R.; Zigmond, N. and Laurie, T.

Physical Description: A 12 page article

Content Summary: Describes the techniques utilized by the Pittsburgh Child Service Demonstration Center to introduce changes in the direction of more individualized instruction in secondary mainstreamed classrooms. Discusses six dimensions of individualization: 1) Pretesting (To determine a student's prerequisite skills for learning a given content); 2) Classroom organization (various organizational patterns which can facilitate or improve individualizing instruction); 3) Classroom Management; 4) Presentation of material (modes of teaching, and materials for teaching); 5) Practice (methods and materials for practice); 6) Post-testing skills. Concludes with a section of recommendations for implementing the program described.

Subject Descriptors: Program Planning; Secondary, Career and Vocational Education; Individual Educational Management

Use: Background reading and planning for secondary programs

Availability: Contact producer (below)

Producer or Distributor: Theresa E. Laurie
727 Learning Resource Development
3939 O'Hara Street

Materials: M9088

Title: Team Projects: Technical Assistance Bulletin to help educators and administrators meet special education mandates (1979)

Physical Description: A four page bulletin (newsletter)

Content Summary: Reports on Project TEAMS which is designed to provide: 1) school administrators and educators with appropriate information to assist them in their planning activities to meet federal, state and local special education mandates; 2) individuals, associations and organizations with up-dates on Project TEAMS activities; 3) participating districts and education service agencies with a forum for exchanging information or planning activities that they feel would be useful to other teams. Includes highlights on (1) Type I Workshops conducted in Louisiana, Pennsylvania, and Washington); (2) OE Reports on First Year of Implementation of P.L. 94-142; (3) A listing of free publications available concerning accessibility.

Subject Descriptors: Program Planning

Use: The first of a series of technical assistance bulletins and reports on project teams

Availability: Contact producer (below)

Producer or Distributor: Richard Punzo
Teams Projects
American Association of School Administrators
1801 North Moore Street
Arlington, Virginia 22209
(703) 528-0700

Materials: M9089

Title: Art for the Handicapped: A Project Report

Physical Description: A 30 page soft cover project report

Content Summary: Describes the Art for the Handicapped Grant which has four major trusts: 1) to develop communication between art and special education teachers about common problems they have educating handicapped children in art; 2) to expand knowledge via hands-on art experiences; 3) to develop ways to utilize art in the best sense to assist learning in the other academic areas of reading, math, social studies and science; 4) to familiarize art teachers with current methodologies in special education. Details workshop organization, evaluation and results.

Subject Descriptors: Program Planning and Development

Use: For program planners - an exemplar

Availability: Contact distributor

Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Keith E. Stearns
Professor of Special Education
Coordinator, Programs in Sp. Ed.
Illinois State University
Normal, Illinois 61761
(309) 436-5415

Materials: M9090

Title: Educating Handicapped Children in the Regular Classroom: Directory of Instructional Material

Physical Description: A 50 page spiral bound resource directory

Content Summary: Contains an annotated listing of the acquisitions which pertain to education of handicapped children in the regular classroom. Includes media productions (films, film-strip-cassettes, video tapes), print materials (books, monographs and leaflets) and other instructional resources (simulation exercises/games). Organized according to ten categories of skills deemed essential for successful integration of mildly handicapped children in the regular classroom: Professional Knowledge/Classroom Climate of Acceptance/Communication/Assessment of Student Needs/Classroom Management/Goal Setting/Resources for Classroom Learning/Instructional Strategies/Personalized Curricula/Evaluation of Student Progress.

Subject Descriptors: Resource Directory

Use: For librarians, resource and classroom teachers

Availability: Contact distributor (below)

Producer or Distributor: Gayle H. Gear
University of Alabama
Department of Special Education
Interrelated Teacher Education Project

Building 4/243
Birmingham, Alabama 35233

Materials: M9091

Title: Procedures to Guarantee an Individualized Education Plan, Ida Schmitt, (1978)

Physical Description: Handbook

Content Summary: Provides a system for decision-making which will assist every teacher in planning an individualized program for any handicapped child. Stresses team planning throughout. Presents the IEP planning process as a series of 6 tasks: Referral to Special Education: Analysis of Data at the Planning Meeting: Delineation of Problem Areas; Placement Decisions; Writing the IEP; Implementation, Monitoring and Evaluation. Includes examples for completing each task.

Subject Descriptors: Individualized Education Management

Use: For special education personnel faced with the task of writing individualized education programs.

Availability: Contact producer (below)

Examination copy can be obtained through the NIN Lending Library.

Producer or Distributor: Ida Schmitt, Assistant Director of Special Education
North Dakota State Department of Public Instruction
Division of Special Education
State Capitol Building
Bismarck, North Dakota 58501

Materials: M9092

Title: New Regular Education Inservice Projects, FY 1978-1979; Preliminary Description

Physical Description: A 232 page soft cover/spiral bound book of abstracts organized and formatted for computer storage and retrieval

Content Summary: Contains 108 abstracts of regular education inservice (REGI) projects funded under the Division of Personnel Preparation of BEH for FY 1978-1979. Provides a comprehensive overview of projects and resources in REGI. Includes tables to answer the following questions: Who is funded for how much/ Who is being trained/where is the training taking place/What are the instructional techniques utilized/What are the areas of disability of target populations addressed by training. Abstracts themselves include Project Title/Sponsoring Agency/Grant #1 Contact Person/Project Description/Major Objectives/ Dissemination Plans/Evaluation Plan/products/descriptors/ budget.

Subject Descriptors: Program Planning and Development; Resource Directory

Use: For program planners ... exemplars
For project directors to encourage interaction and sharing of resources among projects.

Availability: Contact producer (below)

at $10.00 to individuals and agencies not currently operating a BEH funded regular education inservice project.

Producer or Distributor: National Inservice Network (NIN)
Indiana University
2853 East Tenth Street
Bloomington, Indiana 46405

Materials: M9093

Title: Career Education for Exceptional Individuals (working title)

Physical Description: Products include a self-instructional manual, facilitator's guide, and one introductory filmstrip and cassette

Content Summary: Designed to enable the learner to: Relate career education to its theoretical foundations in career development; Identify factors influencing career development for exceptional individuals; Modify lesson plans that include career education concepts to meet the needs of exceptional learners; Identify and use available resources both within and outside the school; Collaborate with others in planning for exceptional students; Develop a class planning guide for use in lesson plan implementation.

Subject Descriptors: Secondary, Career and Vocational Education

Use: Designed for use in inservice/preservice training for regular and special educators who are working with exceptional individuals within the framework of career education.

Availability: Examination copy can be obtained through the NIN Lending Library in the Fall, 1979. Additional copies are avilable from the address below.

Producer or Distributor: Carole M. Johnson
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Materials: M9094

Title: The Social Integration of Handicapped Students into the Mainstream, Roger Johnson and David W. Johnson, 1979

Physical Description: A 50 page, soft covered, spiral bound handbook (chapter to appear in a book)

Content Summary: Discusses the procedures associated with successful integration of handicapped children into regular classroom settings. Stresses that "it is only when handicapped students are liked, accepted and chosen as friends that mainstreaming becomes a positive influence on the lives of both handicapped and normal-progress students." Defines "mainstreaming"; presents the process of social judgement as highlighting the difference between acceptance and rejection of handicapped students; and, finally, details specific strategies for setting up heterogeneous and cooperative groups of handicapped and non-handicapped students that encourage acceptance, friendships, and higher achievement.

Subject Descriptors: Mainstreaming and the Law; Classroom Management

Use: As background reading that might accompany an inservice presentation; as a resource for administrators and teachers to assist in the integration of handicapped children into the regular classroom

Availability: Copies are available through the address below.

Producer or Distributor: Dr. David W. Johnson
Psychological Foundation
330 Burton Hall
Minneapolis, Minnesota 55455
(612) 373-5829

Materials: M9095

Title: Regular Education Inservice: Generic Teacher Training Program; Elementary - Secondary - Bilingual Dissemination Abstract - Spring, 1979, Sister Loretto Hegarty

Physical Description: A 23 page soft-cover project report

Content Summary: Describes the implementation and effectiveness of the generic special teacher training program, a cooperative effort between Regis College and the public schools. Outlines the roles of the generic special teacher, the competencies or anticipated outcomes to be attained by project participants and the personnel currently participating in the program. Section V details the evidence of project impact thus far.

Subject Descriptors: Program Planning

Use: To assist local school districts in the development of field based teacher training/certification as well as to implement a plan for inservice which is a cooperative effort between local schools and institutes of higher education.

Availability: Copies can be obtained from the address below.

Producer or Distributor: Sister Loretto Hegarty, Project Director
Graduate Division
Box 21
Regis College
Weston, Massachusetts 02193
(617) 893-1820

Materials: M9096

Title: Teaching Learning Disabled Students in the Mainstream: A Challenge For Regular and Special Educators, Teresa Laurie, Lorie Buchwach, Rita Silverman and Naomi Zigmond

Physical Discription: A 27 page journal article (appeared in Learning Disabilities Quarterly, Fall 1978)

Content Summary: Describes efforts of Pittsburgh Public Schools to define an approach to meeting the needs of mainstreamed learning disabled students in secondary schools. Examines two current service delivery modes to secondary learning disabled students (i.e., tutoring and basic skill instruction) and goes on present an alternative strategy (i.e., the secondary resource teacher). Recommends that both the regular classroom teacher and the resource teacher move through the following 8 step sequence to achieve change in regular classrooms.

Step 1 Determine needs of the special student in the mainstreamed classroom
Step 2 Specify which course requirements the L.D. student is not meeting
Step 3 Examine the causes of failure
Step 4 Brainstorm possible classroom modifications
Step 5 Be prepared for the rejection of alternatives generated
Step 6 Select an action plan
Step 7 Implement the plan
Step 8 Evaluate the changes

Subject Descriptors: Program Planning and Development; Classroom Management; Secondary, Career and Vocational Education

Use: As a professional reading; as a means of illustrating program planning; as a resource in developing secondary inservice

Materials: M9096 Continued

Availability: In Learning Disabilities Quaterly, Fall 1978
Additional copies can be obtained from the distributor (below).

Producer or Distributor: Theresa Laurie
Program in Special Education
Division of Specialized Professional Development
School of Education
Pittsburgh, Pennsylvania 15261
(412) 624-3973

Materials: M9097

Title: Teacher Assistance Teams: A Procedure for Supporting Classroom Teachers; James C. Chalfant, Margaret Van Dusen Dsych, Robert Moultrie

Physical Description: A 23 page, typed project description

Content Summary: Describes a teacher support system designed to help teachers meet the needs of children who exhibit learning and behavior problems in classrooms in rural settings. Lists as outcomes the following: to help teachers understand the nature of learning and behavior problems of individual children; provide immediate and relevant support to teachers who were trying to individualize instruction; to improve follow-up and evaluation of mainstream efforts; to increase attention to referrals at the building level; to reduce the number of inappropriate referrals and to utilize special education personnel more effectively. Presents the results of a rural needs assessment. Describes the teacher peer-problem solving model employed as well as the implementation of the Teacher Assistance Team. A section is included which details the effectiveness of the program.

Subject Descriptors: Program Planning and Development; School-Wide Planning, Staff Development and Coordination; Use of Resources

Use: As a model for designing rural service delivery to handicapped students

Availability: Copies can be obtained from the address below.

Producer or Distributor: James C. Chalfant
Educational Service, Unit No. 9
Child Service Demonstration Center
Title VI - Part G
Hastings, Nebraska

Materials: M9098

Title: Mainstreaming: A River to Nowhere or a Promising Current, Marilyn Rauth -- a special report to the AFT task force on educational issues.

Physical Description: An 11 page soft cover report; 7 1/2 x 7 1/2"

Content Summary: Examines the potential promises and problems of integrating children with special problems or handicaps into regular classrooms. Discusses what mainstreaming is and is not. Provides a brief history of special education. Considers society's responsibility to the handicapped. Concludes with position statements and a list of recommendations which reflect the Union's perceived role both past and future as it relates to "mainstreaming".

Subject Description: Mainstreaming and the Law

Use: As a professional reading; as a resource material that can be distributed through inservice training

Availability: Copies can be obtained from the address below. Order No. 593.

Producer or Distributor: American Federation of Teachers/
AFL-CIO
11 Dupont Circle, NW
Washington, DC 20036

Materials: M9099

Title: A Guide to Understanding the Education for All Handicapped Children Act (P.L.94-142)

Physical Description: A 12 page soft cover 8 1/2" x 11" pamphlet

Content Summary: Provides information concerning the federal requirements of the Education for All Handicapped Children Act (P.L.94-142) through a question and answer format. Organized by subheadings which include: Legislative Intent; Parents' Rights and Due Process; Individualized Education Programs; Evaluation; Least Restrictive Environment; Training Programs for Educational Personnel; State Advisory Panels; Funding and Incentive Grants.

Subject Descriptors: Mainstreaming and the Law

Use: As a resource material for administrators, regular and special education personnel, ancillary support personnel and parents; as a resource available to supplement in-service training programs.

Availability: Copies can be obtained through the address below. Order No. 435. Single copies free. $5.00 for 100 copies.

Producer or Distributor: American Federation of Teachers/
AFL-CIO
11 Dupont Circle, NW
Washington, DC 20036

Materials: M9100

Title: The Education for All Handicapped Children Act (P.L.94-142): Preserving Both Children's and Teachers' Rights, Marilyn Rauth

Physical Description: A 9 page soft cover (8 1/2" x 11") pamphlet

Content Summary: Uses a question and answer format to address some of the common problems and concerns which have been raised by teachers and other school employees regarding the implementation of P.L.94-142. Organized according to subheadings which include: Basic Requirements; Individualized Educational Programs; Least Restrictive Environment Placements; Due Process; State and Local Regulations; and Non Compliance. Among the issues addressed within these subheadings are: teacher accountability; teacher responsibility for IEP development and implementation; teacher liability; collective bargaining; and information resources available to teachers.

Subject Descriptors: Mainstreaming and the Law

Use: As a resource to administrators and regular classroom teachers

Availability: Copies can be obtained from address below. Order No. 436. $5.00 for 100 copies. Single copies free.

Producer or Distributor: American Federation of Teachers/
AFL-CIO
11 Dupont Circle, NW
Washington, DC 20036

Materials: M9101

Title: Inservice Training Programs to Assist Regular Classroom Teachers and Other School Personnel in the Identification and Provision of Effective Learning Environments for Mildly Hearing Impaired Children - Programmed Instructional Blocks (PIB)

Physical Description: A series of 10" programmed instructional guides

Content Summary: Includes:

PIB #1 Anatomy of the Ear - Information concerning basic parts and functions of the ear;

PIB #2 Psychology of the Ear - description of how sound travels through the ear;

PIB #3 Audiometry - information about hearing and testing procedures (i.e., air and bone conduction, impedance, speech discrimination; also screening procedures used in public schools)

PIB #4 The Audiogram - explains the audiogram and its use for recording the results of a hearing test. Also discusses frequencies and intensities important for hearing speech;

PIB #5 Utilizing several sources for identifying mild hearing impairment - discusses identification sources and forms that can be used in locating children in the public school with mild hearing impairment;

PIB #6 Causes of Hearing Impairment - information concerning the types of hearing loss, their causes and location in the ear and the categories for determining the degree of hearing loss;

PIB #7 Effects of Mild Hearing Impairment - discusses the effects of a mild hearing impairment on Language;

PIB #8 Medical Intervention and Mild Hearing Impairment - discusses how to medically prevent and treat hearing loss;

PIB #9 Hearing Aids - explains different types of hearing aids, how to give a listening check, minor hearing aid problems and causes, and suggestions for using the hearing aid in a classroom setting;

Materials: M9101 Continued

PIB #10 Educational Intervention and Mild Hearing Impairment - discusses the development of an appropriate educational plan for mildly hearing impaired students.

Subject Descriptors: Training Program

Use: Inservice training for regular classroom teachers and other school personnel

Availability: Contact the producer (below)

Producer or Distributor: Dr. Rollie Houchins, Ph.D.
Hearing and Speech Development
Kansas University Medical Center
39th and Rainbow Blvd.
Kansas City, Kansas 66103

Materials: M9103

Title: "The Outer Dimensions of Classroom Conflict" Training Package, Ernest Gotts and Paul Pattavina

Physical Description: Videotape (30 minutes, cassette or 1/2" reel to reel) and 45 page Trainer's Manual

Content Summary: Presents 15 classroom crisis situations in which a teacher decision about managing student behavior may need to be made. Provides, on the screen and response sheet, response options. Provides as well three classroom Response to Crisis Scales which direct the trainees' attention to intervention concerns integral to educating the handicapped adolescent whose primary problem is in emotional and behavioral areas: #1M — seeks the teacher's initial and immediate response to managing the conflict situation; #2M — requests the teacher to indicate what the underlying problem may be which preciptiated the incident; #3M views the teacher's decision concerning subsequent procedures which may be necessary for resolving the problem.

Subject Descriptors: Classroom Management; Secondary; Training Program

Use: Intended for use by teacher trainers and consultants level during pre-or inservice training sessions for regular and special educators, administrative and ancillary personnel at the secondary level.

Availability: At cost of blank videotape or at no cost when collaborative research plans are negotiated with CONSERT project (below).

Producer or Distributor: CONSERT Project
School of Human Development
Program in Special Education
University of Texas at Dallas
Richardson, Texas 75080

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